

*The National*

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# PARENT-TEACHER

FORMERLY CHILD WELFARE

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THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS •

*March 1936*

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# The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

NO. 7

**THE NATIONAL PARENT-TEACHER** is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

## CHILD WELFARE

To promote child welfare in the home, school, church, and community

## PARENT EDUCATION

To raise the standards of home life

## LEGISLATION

To secure adequate laws for the care and protection of children

## HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

## EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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# CONCERNING CONTRIBUTORS

**E**LEANOR B. STOCK, the author of "Courtesy Works Both Ways," has done a great deal of writing for children. Her sympathy for children and her quietly humorous viewpoint combine to give us an exceedingly refreshing article on an age-old problem—how to instill in our young hopefuls a moderate degree of courtesy. Miss Stock, incidentally, points out that this all-important task is simplified by applying some courtesy to the children!

Among her many plays and pageants for children are "Youth's Quest," "God's Quest," "The Two Doors" written for the Wisconsin Young People's Conference of 1930, and a Christmas play, "Star Child." She has worked for the Religious Education Society, and has been a frequent contributor to their journal as well as to other periodicals. Miss Stock lives in Chicago.

The author of "Guiding Young Ambition," EUDORA RAMSAY RICHARDSON, will be familiar to many of our readers, for her articles, essays, and stories have appeared in over twenty leading magazines as well as many newspaper syndicates. Two articles by her have appeared in this magazine. In this article, Mrs. Richardson offers her own reactions to the question of vocational guidance. It is a thought-provoking challenge to both parents and teachers, for while the author realizes that in recent years highly trained men and women have been subjected to distressing reductions in incomes and salaries she says that "no thoughtful person really believes that the oncoming generation can leave its destiny to chance."

Mrs. Richardson holds from Columbia University a master's degree in English and Comparative Literature. She is a graduate of Hollins College, Virginia, and of the University of Richmond. She reported on a daily newspaper, directed the Woman's Division of the War Loan Organization of the Fifth Federal Reserve District, served as advertising manager of a department store, and for three years was head of the English department in a woman's college.

Her new book, *The Woman Speaker, A Handbook and Study Course on Public Speaking*, is just off the press.



Eudora Ramsay Richardson

MARGARET HOUSE IRWIN, the author of "Health Insurance for Mother and Baby," is admirably qualified to deal with questions of proper diet and, as in this particular article, with the importance of the proper diet for the expectant mother. She has a B. S. from Colorado State College in science with two years' work in home economics, and an M. S. and Ph.D. in nutrition and physiological chemistry from Iowa State College. At Iowa State College, she taught chemistry to home economics students, and later became the Purnell research associate in the home economics department. During the past three years, Dr. Irwin has been working as research assistant to Dr. Harry

Steenbock, of irradiated foods fame, at the University of Wisconsin. Her work has appeared in several national magazines.

"Outside Interests" is the seventh article in our Parent Education Study Course, "The Progressive Home." The author is ETHEL B. WARING, whose previous articles in the magazine proved so popular. Dr. Waring is professor of child development and parent education at the New York State College of Home Economics at Cornell University.

MARY GATES has written "Classic-trained Son, Modern Daughter," around her own two children, who become the basis for a particularly novel and interesting discussion of modern technics in pedagogy versus the old, conservative methods. As Mrs. Gates says, her life seems to have run along the roads of teaching, for she is the daughter of an assistant principal in a Des Moines public school and the wife of a college professor. "In the meantime, my personal interests have been divided between classrooms of grown-ups, and first nursery schools, then kindergartens and grade schools. In Kansas I helped organize a play school, and in Virginia I was president of the Roanoke County Council of Parent-Teacher Associations. Now I am deeply interested in the New York schools which my children attend."

"Stranded Children," the editorial, is written by FRANCIS BIDDLE, lawyer and prominent citizen of Philadelphia, who has recently accepted the chairmanship of the National Committee on Child Welfare, established by the Child Welfare League of America to raise \$100,000 through individual membership. Mr. Biddle is a graduate of Harvard Law School, and was formerly private secretary to Mr. Justice Holmes. He organized the Philadelphia branch of the Foreign Policy Association and has served as chairman of the National Labor Relations Board.

## If You Are Interested In . . .

The Preschool Child, see pages 6, 10, 16, 17, 18, 26, 35.

The Grade School Child, see pages 6, 14, 16, 17, 18, 26.

The High School Boy and Girl, see pages 8, 12.

Children of All Ages, see pages 12, 19, 20, 22, 46.

Home and School Material, see pages 5, 8, 14.

P. T. A. Problems, see pages 5, 12, 22, 34, 36, 38, 44.



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# The President's Message



## Why Pay for Everybody's Education?

**W**ITHIN a month I have heard the following tokens of disgruntled feeling from taxpayers: "School taxes are my worst nuisance for I haven't any children in school and don't see why I should have to pay for all my neighbors' children to go to school"; and, "This school tax makes me sore; I never had a child and I'm sick of paying for the other man's." In the meantime, these and other men are deploring disregard of law, or poor laws, ineffectual local government, unintelligent voting, and even declaring that we need a dictatorship like those of some European countries because "obviously we can't run a democracy."

A little concentration will bring these two trains of thought together.

Isn't it true, as Dr. William McAndrew says, that the reason for universal education is solely to make intelligent citizens? Isn't it true that if only a fraction of our children are educated we shall need a dictatorship to rule the country? And that the only possible way to maintain a democracy is by having every one understand the same language and understand the same ideals and methods of government?

If citizenship, in the sense of knowledge, ability, and desire to take an intelligent part in government, is not being taught in our schools, then the contention of the men who object to taxes is correct. It means that it is not enough to teach children how to read and write and figure; we must give them a knowledge of economic, civic, and cultural conditions in their own country and throughout the world. They must be taught why people live harmoniously or in constant irritation with each other, at home or abroad. They must know the principles of all types of government so that they will understand why we believe that a democracy is the best form for the United States.

We should have very clearly in our minds why we uphold the principles of universal education with equal opportunity for all children; emphatically it is for the welfare of the nation.

President,  
National Congress of Parents and Teachers.



# Courtesy

## WORKS

## BOTH WAYS

by Eleanor B. Stock



**H**OW courteous are adults to the child in their keeping?

We live in a world rightly described as child-centered. Home, school, church, and the medical and social sciences are all drawn upon to provide opportunities for the complete development of the child's personality. Modern parents and teachers are aware, to a degree no other generation has been, of their responsibility to the future for the life entrusted to their care in the child of today. And yet, again and again, in their contact with children adults are guilty of rudeness and discourtesy which would put them to shame in their contacts with one another.

I feel sure this discourtesy is due almost wholly to misdirected good intentions and our habit of taking the adult's courtesy to the child for granted. And as we all know, things that are taken for granted are apt to be overlooked.

The pity of it is that while adults are in a position to demand courtesy from the child, the child is in no position to demand it in return. And so we continue to impress upon the child the importance of being courteous to his elders and thoughtlessly overlook the even greater importance of de-

manding from ourselves a like courtesy to the child.

The consequences are not without tragedy to the child and through him to the social order as a whole. Much of the scar tissue that cripples character is due neither to heredity nor to physical environment, important as these are, but to lesions in the plastic stuff of personality, lesions which have resulted from the accumulated bumps and bruises of small discourtesies suffered in social contacts.

If we watch ourselves and others in everyday contacts with children, we are bound to notice six obvious discourtesies of which we are frequently guilty in our relations with the child in our keeping.

**T**HERE is the usual discourtesy of adult manners in receiving the child guest.

The adult guest, particularly on her first visit, is greeted quietly and introduced to each of the other guests in turn. Her right to be reserved or vivacious is respected. The child guest is not so lucky.

Betty Anne's experience is an example of the everyday experience of many a child taken on unhappy visits to Mother's friends. Instead of a quiet,

"How do you do, Betty, I am so glad to see you," four-year-old Betty meets head on with a barrage of unfamiliar voices pelting her with silly questions, while strange hands crumple her in unwelcome squeezes. "So you're Betty Anne. Come here. Isn't she cute? Just like Shirley Temple . . . What's your name? . . . Tell the lady . . . Betty Anne's lost her tongue [laughter] . . . She hasn't got a tongue . . . She looks like Aunt Lulu [more laughter] . . . Did Mother make your dress? . . . Ooh, there, let me have a big hug."

The brave little girl who started off so proudly with Mother to visit Mother's friends, is now like a frightened little rabbit, hunted down and run to cover—in this case Mother's lap. If Mother is alert and wise, Betty finds comfort and security and is permitted to gather herself together without further attention. But if, as sometimes happens, pride in Betty is stronger than an awareness of her need, Betty meets with reproach and further coaxing until she is driven into permitting the strange ladies to break through all her childish reservations, or into bringing the tragi-comedy to an end in a storm of tears.

Hardly less ludicrous, coming as it does from adults who should know



Because of the tactlessness of adults, the child's visits to Mother's friends are often unhappy, frightening experiences

better, and even more disconcerting to the child, is the inordinate affection with which relatives and neighbors often overwhelm the child.

Bobby's beautifully shaped head is covered with ringlets. His eyes are very clear and saucer large. Because of these liabilities he finds himself invariably regarded not as the police captain, fireman, or Indian Chief he intends to be—not even as a person—but as just something to be fondled and cooed over. To his deep disgust, the minute people lay eyes on him they just adore children.

This particular little Bobby has been taught to be courteous, and so when people hug and kiss him and run their fingers through his curls and try to hold the weight of his four and one-half years on their lap, he neither screams nor kicks, but any one watching him closely will see him stiffen himself and in sheer repulsion draw his little body as far into his clothes as he can.

"He's Aunt Sally's little boy. No? Then whose little boy is he? . . . He's stubborn; usually he's very affectionate . . . Really?" It is true. Like all normal children Bobby is affectionate, but precisely because he is normal he prefers to choose the person from

whom he will accept affection. And he loathes affection when he is playing, particularly when he is in the presence of other children, where he is not Aunt Sally's little boy, not anybody's little boy, but for the moment Captain Bob, pilot of a garden-swing or arm-chair plane about to take off for Little America.

Equally frequent is the discourtesy of adult tactlessness in dealing with the child's table manners.

If an adult spills coffee or upsets a tumbler of water, tact demands that the matter be ignored or passed over with a quiet "Never mind." The child at the table is less fortunate. There may be a little too much cream on Tommy's rice pudding, the dish a little too shallow. Tommy does his best, but in reaching for his milk he spills some pudding and jars the glass. Every one looks at him. A towel is brought and his suit and the tablecloth wiped. Some laugh, others look cross. And Tommy, who has tried so hard to eat just like a grown-up, feels, as only a child can, the humiliation of his failure.

But more fraught with harm to the child than any of these discourtesies is adult exploitation of the talented child. The gifted adult is asked to en-

tertain us with her singing or playing. Her right to refuse is respected. The gifted child is not so much asked to perform for us, as ordered to show off.

Eight-year-old Mary Jane plays the piano remarkably well for her age. Naturally her parents are proud of her. But their pride has become Mary Jane's terror. It happens that Mary's musical instincts are sound. She knows there are times when she cannot play as well as her standards demand, but she knows this only as a *feeling*, difficult to explain to her elders. Thus her refusal to play is misconstrued as stubbornness and she is first coaxed, then threatened, and finally shamed into playing. "She will not get the new dress she has been promised. She is ungrateful. Think of all the money that has been spent on her music lessons."

If Mary Jane denies her instinct and plays, she plays badly and her sense of defeat not infrequently results in such hysterical symptoms as nervous indigestion and headaches.

Each of these four discourtesies has one of two results, depending upon the child's temperament and subsequent experience. Either the child's reaction is one of (Continued on page 28)



# GUIDING YOUNG AMBITION

by

Eudora Ramsay Richardson

**A Mother Calls on  
Teachers and Parents  
to Direct Girls Toward  
Wiser, More Useful  
Vocations**



PHOTOGRAPH BY DORIS DAY

**B**ECAUSE my fifteen-year-old daughter, who is a junior in high school, will soon be out in a world vastly different from the one my generation entered with unbounded hope and confidence, I have been wondering whether or not our schools are equipped with a personnel capable of preparing youth for the hazards that are ahead. My apprehension was increased not long ago by a meeting of mothers and teachers that was held at my daughter's school. Mothers squeezed their middle-aged figures between desks and seats that were designed for a slim generation and listened attentively while teachers dealt in expository fashion with the subjects included in the curriculum and while the principal—a woman of culture and broad education, who places great emphasis upon scholarship and preparation for college—urged the observance of quiet week-ends and uninterrupted study periods. Nothing was said about the life work about which the students are not too young to be thinking.

I agreed with every pedagogical

word that was spoken. I believe profoundly in a liberal education. I know that my daughter is being well grounded in mathematics, history, English, French, and Latin, and that her outside reading is of the sort that no educated person can omit. Cicero's vitriol falls glibly from her tongue; she sails through higher algebra with a nonchalance that amazes me; her historical references cause the rusty hinges of my mind to creak; her pronunciation of *necessary* and the quality of her *u* in *revolution* and *absolute* would pass at Oxford; though I have often suspected that the "Frensh of Paris was to hir unknowe," she manages to read the language and to speak it after a fashion; and, indeed, Biblical allusions frequently creep into her conversation. She has learned to debate before the school assembly, to wield a hockey stick, to throw a ball somewhere near a pendant basket, to play the violin so that a tune is recognizable, to rise when her elders enter the room; and she has been convinced that too vivid rouge and lipstick and finger

nails that look as though they had been dipped in blood are in bad taste. Therefore, I am grateful to the teachers who shed their influence about her.

All the things I have enumerated, however, a girl may add unto herself and still lack the one attribute essential to success. If the years at school are to be segregated from those that are to follow, if they do not orient a boy and a girl to life, they are wasted—no matter how much erudition may be acquired. Because my only child is a girl, I am thinking seriously of the place women of the generation soon to be of age will occupy in our social order.

Among my friends, and already among their daughters, I have seen tragedies attributable to the wrong sort of education or to the lack of education. Women who never dreamed that they would be faced with the necessity to earn their livings—women who might have received adequate training—are working at piffling jobs that should not be held by people who could have been educated for some-



thing better. They might have been doctors, lawyers, bankers, or executives who would bring to business a humanitarian point of view, needed and noticeably lacking. Instead, they are operating shops that attempt to dispose of their friends' cast-off finery, sending home-cooked food to the Ladies' Exchange, or selling their names and prestige to established merchants who are eager to have socially prominent women on their sales forces.

Dozens of girls in my city who might have received specialized training are clerking in stores for trifling wages, because of either economic pressure or sheer boredom. Others, following the line of least resistance, without regard for aptitude, are helping to glut two of the three most overcrowded vocations—teaching and stenography. These girls tell me that the thought of earning a living never entered their minds till it seemed too late to get adequate training and that at high school, at finishing school, and often at college no one attempted to guide them toward self-analysis in relation to fields of work.

I recently saw a pretty child standing behind a counter in a department store. After I had given my order, she looked up and said sweetly, "Don't you know me?" Then, of course, I did. "I've been here for several weeks," she continued. "The work is simply fascinating, and I've been bored to death ever since I graduated."

I found myself wondering if the girl

#### Will your daughter's education equip her properly to take her place in the world?

had heard of the important and interesting things that can be done by girls of her charm whose parents can afford to give them adequate training. I thought, too, of the girls who had had no chance to get special preparation for life and who needed desperately the pittance she was using for trifles.

Incredible as it may seem, many girls have said to me recently that, though they had heard of isolated cases of women who were highly successful in other professions, they had thought of nursing, teaching, stenography, and clerking as about the only avenues open to the average girl. The very mention of vocational guidance used to be a red rag to the academic bull. Certainly I do not want for my daughter—either in high school or in college—anything but a liberal arts education that emphasizes the classics. Indeed, I am so old-fashioned as to believe in learning by heart the first, twenty-third, and hundred-and-third *Psalms*, some of the *Iliad*, at least the

first thirteen lines of the *Aeneid*, the first eighteen lines of the "Prologue" to the *Canterbury Tales*, several Shakespearean soliloquys, whole stanzas from the Caroline lyrics, and many lilting lines that float through the gloom of the nineteenth century. I even believe that it does a pupil good to tackle something hard and uninteresting, though I do not quite agree with Mr. Dooley, who said that it didn't matter what you taught a fellow at school just so he didn't like it. Nevertheless, I am sure that so-called education is valueless unless the pupil is made to see that it is a means toward an end and unless, in some not too specific way, that end is defined.

Because I am probably classifiable as a fanatic upon the subject of marketable training for women, I should not be willing to make suggestions to high schools and preparatory schools were I not convinced that the average mother, with basic philosophy dissimilar to mine, has reached by other



routes conclusions that came to me unaided by the syllogistic method. Though I do not want schools to give vocational training to pupils who are preparing for college, I think we have a right to expect glimpses of the outside world to be provided children who will soon be faced by conditions unlike those of any other civilization. I am not so concerned about my own daughter as I am about the daughters of women who are circumscribed by social and domestic circles. It was Henry Adams, I think, who said that by 1940 the American woman would be fully accepted and recognized. My daughter will come of age in 1941 and most of her classmates in 1940. Will these girls teach, merely because the profession offers a line of small resistance, clerk in department stores, take dictation in an office, or will they do something interesting and socially useful, which they have

chosen after careful self-analysis?

I find myself filled with pessimism. The average father has not considered the necessities involved in his daughter's training; the average mother has not the practical information needed for guidance; and the average teacher occupies a position little related to life. In a twinkling these children, now in the classrooms, should be influencing the policies of the world. Is their education giving them usable material?

In an earlier day marriage provided reasonable security for a woman. Now that one marriage out of every six ends in the divorce courts, a new hazard is added to the possibility of a husband's death or physical disability and to the chances of business failure and monetary losses. Horrible examples of women forced into work without any equipment are all around us. Young men from similar social groups are suffering disappointment, of course. Yet since childhood, both at home and at school, they have been brought up to realize that they must enter business or professions. In mental attitudes, therefore, as well as in special training, they are jumps ahead of their sisters.

I am not arguing now for or against women working; I am merely stating that they do seek jobs, because of economic pressure or other equally inexorable reasons. I deplore that many schools, by failing to give information and direction, are adding recruits to overcrowded fields, pushing down salaries that are already too low, and excluding girls, therefore, who have been unable to get a higher type of training. Despite all the hysteria about spreading work and giving jobs to people who need them, the girl with social standing competes unfairly with the one who has little background. If you have any doubt that inclusion in the social register is more important than need or aptitude or efficiency, go into any department store—now that the stigma has been lifted from selling—and see how easy it is for last year's debutantes to get jobs. The employers rationalize the payment of very low wages by arguing that the girls are really not in dire need of money.

It seems to me that high schools should make a greater effort to orient their students to the life of which they will soon be a part. In the first place, teachers should broaden their interests and knowledge of the outside world and should burn with zeal to develop their pupils' latent possibilities for success. Topics of current importance should be discussed more frequently and (Continued on page 32)



## HEALTH INSURANCE

### FOR MOTHER AND BABY

**I**N the good old days—which were not so wonderful, after all—a mother didn't have to start caring for her child until it arrived. But in this modern age things are different, and the mother of today begins to take care of the new baby as soon as she knows there is to be one. And how much better it is for both the mother and child. No longer do we mothers have to lose "a tooth for every child," and when it comes to the babies—such healthy, happy little rascals with sturdy bodies and rosy cheeks—I can't help but be enthusiastic about the beautiful modern babies.

It goes without saying that medical care is desirable throughout the entire period of pregnancy, and it is the doctor's job to catch any abnormalities that may develop. But it is the mother's job to see that both she and the

baby are adequately nourished. A mother can't build a healthy baby without the essential nutrients any more than a contractor can build a skyscraper without good strong materials.

It is well known that the essential nutrients, the chemical substances that go to build a new individual, must come from the mother, either from her own tissues or from the food she eats. Furthermore, it is known that some of these essential substances are stored in the mother's body in extremely small amounts, and, therefore, must be eaten in the food to prevent the mother's supply from being depleted and both herself and her baby suffering in consequence.

To go even further we can say—and not without a good deal of truth—that successful child-bearing does not be-

gin in adulthood but further back than that. The mother of today who had rickets when she was a child is very apt to have a small, misshapen pelvis which will seriously interfere with the normal delivery of her child. Little girls, especially, should never be allowed to have rickets. But no child need have rickets nowadays, for all we need to do to prevent it is to make use of the knowledge science has given us.

#### BUILDING THE FRAMEWORK

**T**HE framework of the body, the structural steel of this new individual, is made of the building blocks, *calcium* and *phosphorus*, cemented together into bones and teeth by the well-known sunshine vitamin, vitamin D. Vitamin C, the anti-scorbutic vitamin, also plays a rôle in this drama, for it is the



• • • MARGARET HOUSE IRWIN offers practical suggestions

to help the expectant mother in selecting the right menus • • •

organic matrix which helps to make a sturdy frame and strong cavity-proof teeth. Although a baby's teeth do not appear until some time after he has assumed the responsibility of life in this world, all of his first set of twenty teeth are formed and in his jaw at the time of birth. The quality of these teeth is determined during the prenatal period.

Now let us talk cold, hard figures for a moment. Science tells us that the fetus stores about twenty-five grams of calcium and sixteen grams of phosphorus during the last five months of intra-uterine life. The mother—any adult, for that matter—needs to eat at least half a gram of calcium every day in order to supply her own needs. Dietary studies which have been made show that even in well-fed America, many, many people do not eat this amount of calcium daily. Now, superimpose upon this situation the demands of pregnancy, the storage of twenty-five grams of calcium and sixteen grams of phosphorus, and it is no wonder that many a mother's teeth have suffered and her bones have ached. Nature looks after the future generation jealously, and if the mother's diet does not contain enough calcium and phosphorus to supply the needs of the infant, Nature will ruthlessly draw these minerals from the mother's bones and teeth.

A pint of milk contains just about half a gram of calcium, and that is the reason why the nutritionists are always preaching, "Drink at least a pint of milk every day if you are an adult, a quart if you are a growing child, and a quart if you are a prospective mother." The calcium of a quart of milk will supply the needs of both mother and developing infant.

A friend of mine simply refused to believe this even though her doctor told her, and I told her, and every one else told her. Her dentist bill after the baby was born was larger than her doctor bill. Nature is a stern disciplinarian and will not allow her laws to be disobeyed.

If you are one of those people who just can't drink milk, use it in every other way you can think of—cream soups, cocoa, creamed vegetables, custards, and puddings. And then ask your doctor if he doesn't think it would be wise for you to take some dicalcium phosphate pills. These contain both calcium and phosphorus, are made especially for non-milk-drinking mothers, and are as easy to eat as candy. They aren't really as good as milk, for they don't supply the vita-

mins that are in milk, or the protein either, but they are a help.

And now for the cementing substances, vitamins D and C. Almost no ordinary foods contain vitamin D, so it is best to take this vitamin in the form of cod liver oil or halibut liver oil. Irradiated ergosterol (viosterol) is a potent vitamin D preparation, and both of these fish liver oils can be obtained with viosterol added to them. In such a combination they provide a rich source of two important vitamins, vitamins A and D. Halibut liver oil contains an abundance of vitamin A which we shall discuss in detail a little later, so if you don't like to swallow oils any better than I do, I recommend halibut liver oil fortified with viosterol. Ten drops of

## SHOPPING

by Revah Summersgill

*The crowded streets all smile  
And boast a gay  
Delight in spring. The shops  
Are full today.*

*The wind turns swiftly  
Down the wakened street,  
And I have much to do:  
Someone to meet,*

*A hat to buy, perhaps  
A dress, new-styled . . .  
I keep remembering  
The way you smiled.*

*"Of finest crêpe, hand-sewn,  
With bands of lace."  
"The brims are wider now."  
I watch each face.*

*I came to buy a hat  
Of blue or red.  
I keep remembering  
The things you said.*

this preparation is equivalent to a full teaspoon of cod liver oil. Thus, you see, one doesn't have to take so much of it.

Vitamin C is one of those delightful excuses for drinking scads of orange juice, eating luscious grapefruit, and drinking refreshing tomato juice. Uncooked fruits and vegetables contain this vitamin, but it is so sensitive to heat that it is easily destroyed by cooking. It is not wise to depend on cooked foods to supply vitamin C, and to be on the safe side the prospective mother should have a full glass of orange juice, tomato juice, or their equivalent every day.

And surely some one will say, "But

tomato juice is cooked." True, but tomatoes are the famous exception that prove the rule. They contain enough acid to preserve the vitamin if the tomatoes are cooked with care.

## ROUGE FOR THE BABIES' CHEEKS

**I**RON is Nature's rouge, only she colors the cheeks from the inside instead of the outside. If the blood is rich and red and contains plenty of that iron-containing pigment, hemoglobin, Nature will rouge the baby's cheeks.

A newborn child has enough iron stored in his body to supply his needs throughout the nursing period. Nature takes this precaution—for a diet of milk is notoriously lacking in iron. Obviously, if this mineral is to be stored during the prenatal period, it must be provided by the mother, and iron-rich foods must form an important item in her diet. Meat, egg yolk, green vegetables, and liver are the blood-building foods.

Medical statistics tell us that most cases of pregnancy are accompanied by anemia. It used to be thought that this was due only to an insufficient amount of iron in the diet, but when scientists tried to cure the anemia of pregnancy by feeding preparations of iron and copper, they were surprised to find that these blood-building minerals had no effect in many cases. Here was a puzzle to solve and some very recent research work shows that both rats and human mothers may become anemic during pregnancy even though they are eating an adequate amount of iron and copper. This anemia of pregnancy is different from nutritional anemia, and involves a simple dilution of the blood. The water content of the blood increases gradually as pregnancy progresses but returns to normal shortly after the child is born. And so one need not become alarmed if a slight anemia develops that does not respond to dietary treatment. However, be sure that the diet contains sufficient iron so that you are not superimposing a nutritional anemia upon the normal dilution of the blood.

## IODINE TO PREVENT SIMPLE GOITER

**T**HE body of a normal, healthy adult contains fifty to a hundred times as much iodine as that of a newborn infant, so it appears unlikely that the child of a normal mother would have any difficulty getting an adequate supply of iodine. (However, in Switzerland, where the (Continued on page 27)



# OUTSIDE INTERESTS

by



EWING GALLOWAY  
PHILIP D. GENDREAU

**B**REAKFAST conversation is not usually a family affair, for breakfast is of necessity an expeditious meal in most homes. But the Peters family had just been to see Will Rogers' last play, and every one had an opinion about it or some other of Will Rogers' plays. Even breakfast efficiency had to yield to this family-wide interest. Sometimes a concert develops a similar interest, and occasionally a lecture, if the children of the family are old enough and the lecturer has both a challenging personality and a theme of human interest. For days after the electrical show in several college towns it has been the main topic of conversation in many a family. Some of the members have seen exhibits which others have not seen, some can elucidate points others had not understood, some can draw pictures and diagrams, and in the shop Father and the boys can perform some of the simpler stunts.

"It paid to move over here just for these swims," Father and Mother Andrews agreed, at the close of the summer. The family had moved out by the lake in order to provide bathing in the summer and skating in the winter in which all the family could share.

These out-of-the-home interests of the family developed many at-home interests for the family and its friends. The boys built an outdoor fireplace in the yard and some rustic benches for the "feeds" that frequently followed swimming parties. All worked in the garden to help out with these simple, informal parties, to which everybody in the family felt free to bring his friends—sure of a welcome and a good time. The girls helped Mother can all excess produce for after-skating parties in the winter. Father and Mother Andrews were far-sighted and wise. It surely had paid to move out where these out-of-the-home interests could be enjoyed together.

Any interest outside the home which can challenge the whole family is worth untold riches. Some families are fortunate enough, as were the Andrews family, to like similar outings. The automobile makes it possible for the family to go on field trips, fishing trips, camping trips, to say nothing of frequent swimming parties and picnics. Occasionally a whole family goes bicycling or horseback riding. It all depends on the family, what an outing is. The Galinas family make outings of the weekly marketing trip, the Sunday trip to church, and the occasional visit to relatives when everybody gets in the old car and goes to spend the day.

What makes a family outing? Everybody in the family anticipates a good time, enjoys his part in the activities, and shares the aftermath, the jolly talking-it-over, and the later references to incidents that come to be common language among the family members. For example, to every member of the Wilson family Laguna Beach means the camping trip years ago. One week-end during the summer vacation a friend picked up the whole family, a few clothes and provisions, and some books, and took them to a garage camp just opened. The garage was adequate to protect the car and provide space and necessary equipment for its occupants. Accessories could be had from the owner's house near-by and food from a daily provisions wagon. The friend spent the week-end with the family and left them for the week, coming again for the next week-end and the

return trip. For years that outing has been vividly recalled by the participants by the mere mention of Laguna Beach.

## INDIVIDUAL INTERESTS

**I**NTERESTS of the family outside the home do not necessarily come by way of whole-family participation. Mr. Sherrill smiled across the table at his wife and said, "You get more out of an afternoon away from home than any one I ever knew." All during the meal the family had listened to the interesting tales of her afternoon's adventure.

In the Powers family Father and the two older boys have a weekly date "in the open," and according to the season they hunt, fish, go on collecting trips, or just go hiking. They develop a fine bond of comradeship on these trips and they bring back into the family an equally fine spirit as they eagerly share their experiences with the at-home folk. The boys and girls of the Brown family are in Scout work and they keep up an active interchange of interest in the whole family. In the Taylor family, Wednesday night's dinner is a special event, for Mrs. Taylor and her daughter Mary report their visit to the Children's Hospital. Father and the boys are always making something for them to take back to the young patients.

Family interests outside the home depend only upon the interest of the group as a family in something that happens outside the home. They may not have gone together for the occasion, may not even know at the time that the others are attending, and yet they may discover, after returning home, that they have a good deal in common from the experience. All the family may have been present at the event but they need not be. Part of the family, or even one member, may suffice to develop and maintain the interest of the whole family. On the other hand, the fact that all the family have gone to church, to the community house, or to the Grange meeting does not signify a shared interest. Only to the extent that they have developed together-interests can the family be richer for the common experience. We hear so much today of family inde-

**This Is the Seventh Article in the Parent Education Study Course. An Outline for Use in Discussing It Appears on Page 34**

**Ethel B. Waring**



pendence, it is well to evaluate also its together-interest. Shared interests outside the home contribute a solidarity to the family—a sense of wholeness among its members—union in the diverse points of view from a common experience. A family becomes more of a family as its interests spread far and wide.

Social clubs bring good times to all ages, and everybody makes a better family member for all the wholesome good times he can have. It is safe to say also that every one expands his self in the measure that he considers others, and the more those others may be, the better. The contacts made through social clubs may, on the whole, be fairly superficial, but they are contacts, and contacts once made give opportunity for deepening into friendship and service. So the social clubs to which family members belong open up to them individually and as a group potential relationships of significant and lasting influence.

#### THE COMMUNITY AND THE FAMILY

**T**HERE is scarcely any organized activity in the community which does not contribute something to the enrichment of family life. The village club may be discussing the possibility of getting water or a sewage system, electricity or gas. When the adults return from the village meeting everybody is eager for the report. The interest of the whole family is aroused, for such improvements mean convenience and ease in many of the household arrangements—bathrooms, washing machines, electric irons, cook stoves, and a variety of labor-saving equipment indoors and outdoors. The budget of the family is involved in planning the payments on the improvements and the most important investments. If a community house is the order of business, every member of the family can see opportunities for good times.

When the town or city organization interests itself in the welfare of its less fortunate people, the adult members of the family bring home from the discussion of the community chest facts that expand the neighborhood attitude to include many more people within the social horizon for the youngsters of the family. The youth of

the family are fired to action by the activities of their elders in such enterprises. In some they may participate with the elders. For example, in one town the high school students, college students, and adult residents all participated in a peace organization. The different age groups met and worked both separately and together. The family interchange resulting in some of the homes was most stimulating of thoughtful purpose and practical idealism.

Even professional organizations contribute to the family. Various members may belong to a musical club, an amateur photography group, a painting or dramatic club. The activities of each group are of interest to all and frequently invite the participation of several family members in some of the professional events.

A very active interest was maintained for years in a coast town by a conchologist who took a group of people on early Saturday morning shell hunts which ended at her home for an omelet breakfast. These events were important to the individuals who in turn shared the intellectual and social interests with their families.

Geology trips attended by one young man determined many of his family's trips thereafter and made more interesting week after week the countryside in which the family lived and through which they passed—the hills, hummocks, valleys, and creeks, and even the different hillsides exposed in the building of the highways.

Nature study groups from Scouting, summer camps, or vacation schools have been responsible for many gardens and yard improvements which all the family enjoy. The products from the garden become more than flowers for the house, or an attractive garden; they become John's or Mary's contribution to the pleasure and social effectiveness of the family—a home cheery with flowers or a garden into which it is a pleasure to bring one's friends. Similarly an outdoor fireplace has come from Scouting to vary the entertainments the family may offer its friends.

Nothing that enriches the life of an individual can fail to contribute through him as a family member to the family as a whole. Each organiza-



H. ARMSTRONG ROBERTS  
EWING GALLOWAY

tion in which he takes an active part extends or improves his knowledge and skill, widens his interests, and increases his social contacts. In turn he is an expanded personality as he lives among his family, and his influence varies accordingly. His widening interests are paralleled by a similar growth in the other members. Not all of the interests of an individual will be appreciated and shared by his family, but some of them will. To the degree that the family is dynamically a social group, a variety of individuals forged by togetherness into a unit, the family contacts out of the home offer a means of steady and ongoing development.

#### SUGGESTED READING

NATIONAL PARENT-TEACHER MAGAZINE:  
Blake, Dorothy. "Back-Yard Picnics." August, 1935.

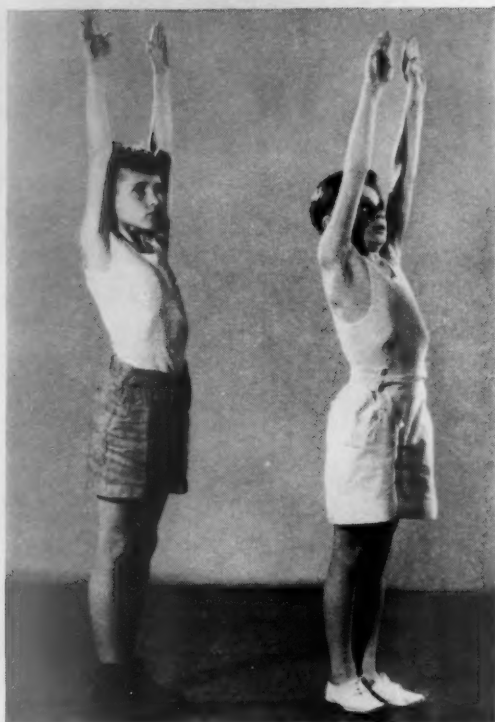
Yarnall, Sophia. "Painless Family Motor Rides." July, 1935.

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PHOTOGRAPH BY EWING GALLOWAY

## CLASSIC-TRAINED SON, MODERN DAUGHTER

MARY GATES

Discusses the Old and New Methods of  
Education as They Affect Her Children

**T**WELVE-year-old Susan and ten-year-old Bill are of average American vintage. Their father was born on a midwestern college campus of a family that had come from New England to enlighten the hinterlands. I really don't know who my grandfather was beyond the fact that he was a Welshman who migrated to our state to cut stone and do other odd jobs in the erection of the capitol building. My father was a tenant farmer who died of discouragement, and my mother is a public school teacher. In other words, our children show the usual strains of opposing vigor and conceit, broad horizons and hushed closets. My purpose is to develop these characteristics so that two poised individuals can find their way through the modern world.

I depend on schools to help the children find their balance, so they can meet all kinds of people and situations and have some inner judgment, some integrity that will keep them moving forward.

This past year, quite by accident, Susan went to a very modern school where emphasis is placed on self-expression, while Bill attended one so staid and orderly it might have been transplanted from Eton. By coincidence, each child would have fitted much better into the other's school.

Susan is the kind of girl who would rather sit with folded hands than make a mistake. Once she has thought her way through a situation, she throws her husky hundred and fifteen pounds

into the game, or friendship, or lesson. But spontaneous self-expression comes hard to a shy child.

Bill is a born comedian. He seems to show every emotion and express every thought as fast as they come. In fact, he is so busy telling the world about himself, I sometimes wonder how deep and clear he is to himself.

Perhaps educational experts would say Bill ought to have been in the modern school and Susan in the conservative system, where each would have developed along congenial lines. My mother's-eye view is that it is a good thing for my two youngsters to know opposing ways of doing things, rather than to keep to easy grooves. I believe the results I set down on the debit and credit sides of our family ledger are what the average American parent would say; and we average

American parents are the people who pay for systems of education—pay both with our money and with our children's lives.

It seemed to me a real stroke of luck that Susan happened to attend a school where, instead of marching into the building in line, as her classmates had done during her first six grades, she found they all dashed in and out at their individual paces. If her pace happened to be slower than that of the boys behind her, she was trampled. The experience gave her the clearest understanding of good manners and a need for courtesy that she has ever had.

On the other hand, she found that in the classroom when her drawing or sewing or science had reached a stumbling block, the other youngsters would come to see what was the mat-

A progressive class  
models pioneer life



PHOTOGRAPH COURTESY COMMUNITY SCHOOL, ST. LOUIS, MO.





PHOTOGRAPH COURTESY BRONXVILLE PUBLIC SCHOOLS, NEW YORK

ter and argue with each other as to how they could help Susan out of a difficulty. Those free expressions of cooperation and differing opinions made my shy daughter begin to pick up her courage and speak for herself in public, for the first time.

Talkative young Bill marches in line; the youngsters in his school even stand on their heads with a show of formality. But they are taught more than appearances. There is a real study of what has been accomplished in this world of ours.

The walls are decorated with copies of masterpieces. This is a contrast to the assembly room at Susan's school, which flaunts a mural made by the pupils of the primary grades—a remarkably accurate and observant scene of a near-by shopping district.

It seems to me those opposing ideas of environment in the schoolroom are affecting my son and daughter. At home we have a few good pictures; and while Susan makes no comments on them, Bill asks over and over what they mean. But what Susan may be losing in curiosity she is gaining in awakening powers of observation and desire to set down what she sees, hears, and thinks. The balloon man in the park with his baggy trousers and gay bunch of bubbles, a sleeping cat, and my daughter's own new hat and dress furnished subjects for drawings. If the final creation failed to come up to Susan's hopes, at least the time she spent was fun for her. I have not seen

Bill try to draw anything without suggestion or even coercion.

They both took a trip into the country last spring. When they returned, Bill said he'd had a swell time and that he ate ham and waffles and strawberries. His sister's report was that the air smelled of earth and apple blossoms; and she wrote a description of a path in the woods where "the breeze rustled the leaves, then all was still. A little stream ran noiselessly between the trees. Nothing else moved." I maintain that any school which teaches a twelve-year-old to observe and express the springtime for herself is worthy of respect.

Bill's respect seems to be centered for the moment on two things: his teacher and his nicely polished oak desk. The harder he studies under the gimlet eye of his pedagogue, the more he seems to like it. And I can offer no sweeter praise than to say he is inspired to wash his hands and clean his finger nails when they need it.

This feeling for neatness extends itself to his desk, and subsequently to our chairs and tables at home. He seems to realize for the first time that furniture can be kept clean and unscuffed. Probably there will always be moments when, like every boy, he will have a yen to whittle the window sill; but I think seeing the other students in his school take care of things is helping him.

Susan's classroom is furnished with apple green desks and seats. At first she was elated with the gay room, but

as the year went on and she saw other children marking on the desks, she did it too. She is more careless at home just now than she ever was.

She and her fellow students call their teacher by his first name, and argue with him as to how much of their time should be allotted to reading or history, or whatever the pet subject of the debater happens to be. There is not the reverence for him which Bill displays for his teacher, but there is a fellowship to my mind much more wholesome because it is free and yet tinged with a respect which their teacher earns for himself from day to day. Whenever he disciplines a pupil, the whole class seems to feel the fairness of his judgment. Susan likes this man better than any teacher she has ever had.

The informality of classroom discussions appears to be awakening in her a sense of the vital link between what she is studying and what the world is doing. This began in a history class where the pupils held a hot debate on slavery and the Civil War. She was the only child who had lived in the South, and she was so aroused by what she considered unjust criticisms of her former friends and neighbors that she read the *Life of Booker T. Washington* and made an impassioned twenty-three page report defending southerners.

Her interest was next absorbed by an original play with which the seventh grade portrayed the story of the Oregon Trail. (Continued on page 30)

# C H I L D R E N

## ARE PEOPLE AFTER ALL

by A Father



PHOTOGRAPH BY  
H. ARMSTRONG ROBERTS

**C**OLOR, motion, action, romance, drama—there are whole worlds that you can unfold for a child and get a whale of a lot of fun doing it. A dash of circus ballyhoo and a moderate amount of hippodroming appeal to a child's imagination.

Children *are* people. So many parents make their child such an involved problem. They seem to think that he is some sort of specimen on a glass slide under a microscope; they dabble in a smattering of child psychology; they feel that they must get *down* to the child's level. While all this is going on, little Alfred is doing his own "developing" by throwing bricks at hotbeds, knocking birds' nests out of trees, and so on. I know one woman who is a professional joiner. She can talk child problems by the hour, yet her youngsters roam the town, and she never knows where they are or what they are doing. Many times her children never see her at a meal for two days. She is always dashing off to save the world. She is always studying to be a better mother to her children. She had better hurry up and learn, because one boy is ready for college next year and three others are coming along.

In the meantime, I am an unscientific father just having a lot of fun with my two boys. We give vent to the vivid imagination of boys, explore the world, re-live history, fight Indians, march with Cortez, sail with Colum-

bus, stage a circus, and never leave the back yard.

We get tools and work about a bench. We build a schooner and a square-rigged ship that will sail on the pond in the park; a locomotive made from an old toy auto that the kids used to ride in, with a dinner bell, a flashlight for the headlight, and a big flour can for a boiler—just an elegant locomotive; we erect a playhouse. The fact is, when we get with those tools and a few boards, we may construct an Empire State Building or a Brooklyn Bridge or just a dog house.

We have a model electric railroad, with over 400 feet of track, sidings, signals, yards, towers—indeed, everything that a regular railroad has, even a few good wrecks. We build grain elevators, cities, and towns; paint scenery; and landscape the railroad. We learn a lot about electricity and build telegraph lines, telephones, short-wave sets. We have construction sets with which we build towers, bridges, steam shovels, and all kinds of things. We hook up a motor and turn all manner of wheels.

When Jimmy was fifteen months old, we used to play choo-choo with baby powder cans. He would have a grand time with three cans on the floor of his pen. You will be surprised to find how interesting a magazine can be to a little tot. Look at the advertising pages in it. "There is a dog

just like Sport; there is a kitchen cabinet like Mother's; here is a little girl like Jean; there is a mother fixing a nice dinner for this boy's daddy." Sometimes you can build a real story about these pages, with the characters people the child knows and about things he sees in the house. My youngster, when he was twenty months old, would sit on the floor of the sun porch and look at a pile of old magazines. He would look at a page and you would be almost sure he was reading it; he would look intently at a page for five minutes and turn to the next.

With a ten-cent globe, you can show even little children a lot about geography. "See that little dot? There's where Billy lives. . . . There's Africa where the lions, elephants, and monkeys live. . . . Remember that white polar bear we saw at the zoo? His mommie and daddy live up here on that white spot. . . . And there is Switzerland, where Jean came from." You can take an electric light and show them about the sun. It's a great game showing them what time it is in China, Russia, England, and California. They will look at the clock and want to know the time in Africa or if the little boys in China are getting up to have their orange juice and cereal.

When my boys were two years old, the greatest thrill of their lives was to get on the train with me on a Saturday afternoon and ride into the city, to come back (*Continued on page 24*)



PATCHETTE BY HELEN PALMER THURLOW

"I'M a dreamer, aren't we all?" writes a Goshen, Ohio, mother, in answer to our problem: *Kathleen, aged nine, daydreams. While she is dressing, at the dinner table, in the classroom, and elsewhere, her thoughts drift far away from the task at hand and she sits and stares into space.*

Are we? Since I was in Washington when this letter came, I asked a number of the girls in the office what they think of daydreaming. Some do not believe in it. "It gets your mind off your job"; "It keeps you from actually facing the thing which is worrying you"; and "You waste time which might be spent in thinking," were some of their remarks.

Others take a middle ground. "It all depends. If it is done deliberately to get away from realities, it is bad. So long as one is conscious of the fact that she is daydreaming but does not throw herself into it deliberately, it is all right." "Occasional daydreaming is a pleasant relaxation from routine things." "I believe daydreaming is good to some extent if it is allowing one's imagination to take flight. Out of this some good ideas may come."

And there are those who believe daydreaming is good. "Of course I am not the kind who walks in front of an automobile," said one, "but I dream as I walk along the street and I enjoy shutting out other people and walking in a world of my own. I like to build air castles and get away from all the harshness of the world." "I work with people and I live with people," said another. "Daydreaming is the only way I can be alone." "I daydream all the time and have a perfectly wonderful time," answered a third. "I dream mostly of things I'd like to have, such as trips and a home. When things have gone wrong during the day, I take a walk and dream of these most pleasant things. I think people who

## IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

do not daydream are missing the most wonderful experience in life."

That some children learn to tune out too much dictation or outside interference is the belief of a Seattle mother, who says, "The more you say to a child, the less attention he pays to you. . . . A child psychologist at the university made a survey of some parents and children at a picnic, and found that the average mother present admonished her children in regard to their eating or their table manners from fifty to a hundred times."

"By daydreaming a child can live with kings and queens; she can travel in different lands," writes the

Goshen, Ohio, mother, quoted before. "My youngest daughter, who is eight years old, is quite a daydreamer, but in no way does this interfere with her progress in school. She enjoys her playmates but is also very happy when she is alone. . . . One day I asked her to go to the store for me, and she asked me if a princess worked.

I replied, 'A good princess always helps her subjects.' She immediately laid aside her royal robe, which happened to be her older sister's coat, and went to the store. She has been playing princess for about two weeks, now, and probably will continue until some new character suits her fancy."

What, if anything, shall Kathleen's parents do about her daydreaming? Two University of Tennessee students suggest the following: "Lack of interest in anything may indicate poor health. I should take her to a physician first of all. Then I should try to discover whether her dreaming is connected with past events or whether it is getting away from something disagreeable in the present." And, "It will not help to criticize her, nor to remind her of her dreaming. Her attention should be kept occupied and active. She should be brought back to the world of realities."

"Just as there is a time for work and a time for play," suggests an Indiana teacher, "so is there a time for daydreaming and a time for the work at hand. Children must learn to concentrate; they must learn to do the job at hand. It is one thing to daydream when one is relaxing or when one is in bed and waiting to fall asleep, but quite another when she is dressing, studying, or in the midst of any other task. Kathleen needs to be brought back to the business of the day before she has established the habit of letting things slide while she dreams the time away."

### JORDAN IS "SPOILED"

*Jordan, aged two and a half, is five years younger than his youngest brother. The older children adore him and spend much time with him. He does not want them to do anything without him. When his brothers are playing dominoes he upsets the board or pulls all the dominoes off the table.*

*Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about them? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before March 10th. The answers will be printed in the May issue.*



# SPRING IS IN THE AIR!

by Barbara Schwinn



• Top left: Importations from the Austrian Tyrol have taken us by storm. In grey wool, with a red hat, epaulets, and bands. A white, grey, and red hand-crocheted sweater may be interchanged with a dainty blouse.

• Top right: The young lad's English suit is well cut and practical. The striped jersey and socks give dash to the costume by adding orange and yellow to the white and navy blue.

• Center left: Princess Elizabeth clothes inspired this classic. Double-breasted, with a belt in the back, and flaring skirt combine to insure its charm. Delft blue worsted worn with a maroon hat and maroon and blue scarf.

• Center right: A smocked dress of turquoise blue washable crepe, very heavy quality, done in dark blue-green and white. With it may be worn a dark green coat with a shoulder yoke of smocking.

• Center bottom: Wouldn't it be a shame if it never would rain, when you had this set in red with an all-over design of white ducks?



**S**PRING means uncertain weather. And we must be ready with the metamorphoses of clothing necessary for those everlasting ups and downs of the barometer.

It's time to buy "her" first *tailleur*, so why not something charmingly different? It is suitable for spring weather because of its ability to comply with rapid changes in temperature. Worn with the suit are accessory blouses and sweaters. Also, the skirt may be utilized with either of the above, without the additional jacket.

Water-resistant fabrics are sensible for this time of year and today you may buy practically any type of woolen cloth cravenetted. Tweeds or knubby materials are generally preferable for wearing qualities, and they do not soil or spot so easily as smoother fabrics. When purchasing silks or



sweaters, be sure to find out whether or not they are washable. Choose colors that will not readily fade from laundering or sunshine.

Raincoats and their accessories are so enticing that you may buy the sort that will make children really want to wear them when it's necessary, instead of trying to escape your attention—skipping out without these protective garments that, in the past, were so lacking in imagination.

Children's clothes have become so delightful to the eye that you will find it difficult, I'm sure, not to indulge in these new colors, fabrics, and designs that combine charm with practicality. And surely early spring is the time to be thinking about new clothes, and doing something about them.

## • THE ROBINSON FAMILY •



### Hidden Hunger

by S. J. Crumbine, M.D.

"WELL, what do you think about that!" Molly Robinson looked up from her book, though she addressed no one in particular.

"About what?" we asked in unison, we elders who were sitting before the fire.

"It says here," explained Molly, "that Captain Cook, the explorer, flogged one of his men because he wouldn't eat onions!"

"Oh, surely not just for that," remonstrated her mother.

"Well, listen," said Molly, and read aloud to us a passage describing how Captain Cook on one of his long sea voyages stopped at a certain port and took on a supply of fruits and vegetables including onions, which he ordered the cook to serve with the salt pork and hard-tack that formed the usual menu. One man had rebelled against eating the vegetables and had been thrashed for his pains.

"How disgraceful!" exclaimed Mrs. Robinson, up in arms, as usual, against any injustice.

"Suppose we call it, instead, a rough and ready way of saving the man's life," I interposed.

"Saving his life! How could thrashing him possibly save his life, Doctor?"

"Making him eat the green stuff could. It is a fact that before Cap-

tain Cook's time men died like flies on a long sea voyage. Scurvy took them off. It was Captain Cook who proved that the scurvy was caused by certain deficiencies in their diet."

"You mean the sailors didn't have enough to eat before, Doctor?" asked Molly.

"They didn't go hungry in the sense you mean, Molly," I replied, "but those poor fellows were starving in another way; they were suffering without knowing it from a 'hidden hunger.'"

"How do you mean, *hidden*?" asked the girl.

"Well, the salt pork and hard-tack gave them what they would have called a bellyful—it satisfied their appetite; but all the time the body was craving vitamins and minerals which it needed to carry on its business. When it couldn't get them, the body began to show it was starved, and starved in this instance particularly for vitamin C. So the men fell into ill health, got worse and worse, and finally many of them died."

"Just because they couldn't have fruit and vegetables, like us!"

"You are always reading sea stories, Molly," broke in Mr. Robinson. "Don't you remember that our men used to call the British sailing vessels 'lime juicers'?"

"So they did. I suppose that was be-

cause the crew got lime juice to keep them from having this scurvy, wasn't it, Doctor?"

"Right," I replied, and went on to say that what Captain Cook guessed at, we now have scientific proof for. Our present knowledge of nutrition not only saves lives, but it prevents an immense amount of "poor" health. "We have learned the meaning and importance of protective foods in the diet."

"You mean milk and fruit and vegetables," said Mrs. Robinson. "Yes, thanks to your good advice, Doctor, our children have always had plenty of these. But don't you seriously think that mothers are so well drilled nowadays about giving their children protective foods, that practically all children do get them?"

"I wish I could think so," I replied. "Undoubtedly there has been an immense improvement in that respect, but there are still plenty of homes where children don't get the foods they need for their best development."

"But isn't the way a child develops after all largely a matter of the constitution he is born with?" asked Mr. Robinson.

"Of course there is a 'thus far and no farther' for every individual," I replied, "but we are never quite sure what the limit (Continued on page 33)

## HOME IMPRESSIONS ARE LASTING

by Florence B. Terhune

**H**OW can you know as you skip a stone into the lake just how far your force or direction will carry it as it dips and repeatedly chips the surface of the water before sinking at a final mark? Or, as you drop a word of unexpected encouragement into the ear of a timid child, is there any way to anticipate what seed of confidence you may have planted there? Can you tell what germ of a growing maladjustment you would have nourished had you failed him at that crucial moment? And again, can you estimate by any medium that sense of repletion when sharing tea at a friendly hearth; or compute that ecstatic thrill at waking some morning to find that yesterday's bleakness is today's blanket of crispy, crystalline snow? For these are of those life-things we cannot measure by definite formula or scientific scale. Yet what indelible impressions they etch on our very souls.

And so it is with decorating. Although we have no concrete rule by which to reckon how deeply the way in which we decorate our homes influences the well-being and happiness of our husbands, children, and friends, we do know that these home impressions are of lasting and inestimable importance. The good or the poor taste exemplified there makes for fuller and happier lives or causes ugly scar tissue that rarely ever fades.

You, then, as the director of the home are directly responsible for the impressions your child carries to school and into other homes for comparison. You create those mental pictures of what home is that so largely inspire or jeopardize your husband's day. Your efforts stamp your home as one extending an intangible but whole-hearted welcome to your friends, or a lackadaisical thoughtlessness. And furthermore, there is an important reaction on your own happiness in knowing whether or not you have done all within your power to decorate your home so that it is well organized and func-

tionable for your family activities, in knowing that it is a congenial place in which to live, and in realizing that regardless of how great or how small its intrinsic value, your home bears the imprint of an interesting personality and a discerning taste—all blended, with the essence of good decorating.

This, by chance, isn't any notional stretch of a decorator's imagination. You yourself may delve into volumes written from experiences of eminent psychologists and teachers who stress so emphatically the *influence of environment* on happiness and health. This applies even to the material things in the home. Especially is it so where children are concerned, and as our interests in this publication center primarily about the child, let him be our topic of the day.

A child is responsive to his surroundings to such a degree that his physical development and happy frame of mind are appreciably controlled by the home in which he lives. But as a number of articles pertaining to decorating for the physical comfort of your child have already been published within recent months, let's just assume that you have already attended to a room for his particular needs with such details as convenient closets, proper lighting, good bedding, substantial furniture, and the like. Let's turn now to the more subtle but nevertheless vital and reactionary influence of decorating on the whole.

Childhood years are formative years. Have you considered, then, that at this malleable stage you are dictating how your child's interests and tastes shall go? The home that you establish through your selection of furniture, fabrics, pictures, color combinations, and organization is the background that seeps into his very being and becomes a part of him. A background in which he is so steeped that it becomes his taste and therefore his basis for comparisons and judgments, for this background is the dominant range in

his horizon of experience and habits.

In music, if you subject a child to *only good music*, that is all he knows and through his familiarity with it from the very beginning he accepts it as his standard. So in decorating, by injecting *only the good* you are building up an immunity against an embarrassing adult handicap revealing poor taste that takes years of hard work and study to overcome. You are fostering an early and easy aesthetic appreciation in your sons and daughters which will be a keen joy to them forever. You are giving them a start for which they will be eternally grateful, a start enabling them to discern with a clearer confidence that which to choose or to eschew. You are encouraging a fastidious taste which if molded in childhood very generally jells with flavor for life.

That children absorb and are imitative is described thus by one authority: "Everything from the crowing of chickens to the whistle of a locomotive, from the wriggling of a snake to the preaching of a sermon is imitated. *Nothing in his environment, physical or social, escapes the child.*"

Another pertinent example is in a true story about a little lad of eight. The boy's parents were both engaged professionally during the day so that he was left with a nurse and a housekeeper who took exceptional care of their charge. Interestingly enough, his background was an excellent one. One Saturday the child asked his nurse if he might spend the day playing at the home of a new school friend whom the nurse did not know. His nurse, of course feeling her responsibility most keenly during his parents' absence, questioned him thoroughly about this new friend's family and home. "Oh," said he with consummate assurance and enthusiasm, "they're all right. They have antiques!"

Now, dear reader, don't go off the deep end, or resolve to call us on the carpet believing that we advocate



# HOUSEHOLD HINTS

only antiques as a basis of good taste, for goodness knows some antiques might better have been burned years ago. But what we do want to ring out with long and loud peals is that even a lad of eight is forming healthy opinions (and either fortunate or unfortunate ones) through familiarity and associations. And with what he associates is, of course, up to your direction.

Still another angle is that of a friend of mine. As director of a play school connected with a well-known eastern college, she says that at school she can invariably pick out the children coming from homes where mothers have analyzed their home problems and solved them intelligently; homes, not necessarily where money is fluent, but where extra effort and thought have gone into their planning. It is from homes such as these that children come who have an easy acceptance of the nicer things; a greater respect for their possessions; more orderly habits with their clothes and

toys; keener color interests and discerning choice. The well decorated home promotes a sense of well-being.

**Y**OUR background and your habits are *you*, and naturally are passed on to your children through association. For decorating, like every other art, exists not for its own sake, but as an expression of the individual. You decorate your houses not only because it is the fashionable thing to do or just for physical comfort, but for emotional relief. Just as the primitive man daubed the story of his chase on the walls of his cave, so you in this more advanced and complicated civilization express yourself in terms of home decorating. Somehow you just can't keep yourself from doing it, for you have that inner urge or spiritual outpouring that drives you to express your spirit (or whatever term you might wish to use to designate that motivating power) in some concrete and visible form. And undoubtedly man's conceit has driven him to reveal

himself in this manner. Whether the soul revealed is vulgar or graceful depends on the quality of the spirit within.

Rather startling, isn't it? But it is true. Your home is as frank as a book and any one who has given any serious thought to decorating can read between the lines and know *you*. Yet happily this is so or how else but by the backgrounds they created would we know of the great historical personalities preceding us, who though now mute still thunder down the ages and report their true spirits and ideals?

So doesn't it behoove us as homemakers and mothers to have our homes express our best personalities? Of course, with a fatter than average budget it is easier to acquire the things we want; but money isn't the criterion of good taste. Pity the rich man who said he'd have a beautiful home if it cost a million! Unless he had an inherent or trained appreciation of good taste all his millions would not give him a home (*Continued on page 32*)

**The taste which a home reflects, whether lovely or ugly, influences the children in that home for good or bad**

PHOTOGRAPH COURTESY THE AMERICAN HOME



## Stranded Children

by FRANCIS BIDDLE

**I**T IS little short of tragic that so many thousands of intelligent citizens, both men and women, have not yet grasped the fact that the government alone is unable to take care of hundreds of thousands of children left stranded in the backwash of the depression.

Continually we hear misinformed people assert their belief that all children in need of any kind of help are being cared for under the Social Security Act, the Emergency Relief Administration, or the National Youth Administration. Believing that, they have given no further thought as to how children are faring, and are astounded to learn that over and above the 300,000 in foster homes and institutions, and another 300,000 in their own homes under mothers' aid, there are more than half a million orphaned, destitute, homeless, and neglected children in serious need of care and protection. These are children who must be cared for outside their own homes and therefore are beyond the reach of government provision.

Upon whom, then, must these children of the depression rely for help? The only sources through which their compelling needs can be adjusted are the child caring organizations of the United States, and these in turn must rely almost entirely upon local funds and public and private philanthropy. Owing to the stringent years through which we have lately passed, the ability of these agencies to help these children has been gravely crippled, and sometimes their efficiency has been impaired through inability to retain trained personnel. As Newton D. Baker said, "In these difficult and depressed times the great social agencies concerned with the welfare of children are in danger. If the danger is real, then America is in danger. We can sacrifice almost anything else."

It may be argued that it is the duty of the federal government to see that the physical, mental, and moral development of these children is not retarded or endangered. The government has poured out millions of dollars in order to relieve distress, to make work for the unemployed, and to restore purchasing power. The annual appropriation for assistance to children, to be administered through the U. S. Children's Bureau, amounts to \$8,150,000. None of this, however, is available for the direct support of destitute children, except certain crippled children. But the government cannot assume entire responsibility for the welfare of all unprotected American children, and thereby relieve us of all further thought and anxiety or activity in their behalf. I cannot sub-

scribe to that outlook on life which regards human distress as inescapable, and believes that suffering, even for children, may have good effects in the long run. For some of us these years of stress may have been a good moral tonic in disguise. But for half a million children, voiceless and defenseless in their own behalf—can any one think they ought to suffer?

Who are these half million improperly cared-for children? To list just a few types: There are the orphaned with no one of their own to turn to; the motherless, where the father perhaps does his utmost but succeeds in making less than half a home; the fatherless, where the mother is trying to be both breadwinner and homemaker and the children are under working age. There are the children born out of wedlock, who require special protection and whose mothers need help. There are the neglected children, those whose homes are immoral and depraved, and who must be removed from such homes. There are the dependent, who should be placed, not in poorhouses, but in proper institutions. There are also those dependent who should be placed in foster homes; some one must find good foster homes for them. There are the children of families on relief where the father cannot find work and the mother is sick; something must be done for these children. These are only a few of the types of children requiring instant help.

Every one interested in the welfare of children knows that for fifty years or more efforts had been successful in getting needy children out of the poorhouses and into proper care. Yet owing to present conditions hundreds of children are being sent back to poorhouses to live with the senile and the feeble-minded; are being returned to homes which are unfit and from which child caring agencies had taken them; and are in correctional institutions because there is no other place for them. This is a dangerous backward trend.

The child caring organizations have recognized the urgent need of focusing public attention upon this crisis in the lives of so many children, and the Child Welfare League of America, together with its member agencies, has accepted the responsibility of rallying public interest to help repair this damage to helpless childhood and to assure children care, protection, and a chance for normal development. The Child Welfare League of America is a federation of 160 leading child caring agencies and institutions in the United States and Canada. It is a clearing house of information, experience, and methods for such organizations. It serves as adviser of federal, state, and local governments; and is the only agency with a national viewpoint and experience.



## This man is Medicine's greatest problem

**T**HIS man is Medicine's greatest problem. He is not the victim of a strange or baffling disease. He is just the *average* man.

The greatest problem Medicine faces today is to get the average person to take advantage, *in time*, of the help it has to offer him.

One need not look far to find proof of this statement—*tragic* proof.

A child lies ill with diphtheria, a disease which practically never occurs in children who have been given immunizing treatment and tested for immunity.

A pretty young girl sits, day after day, in her wheel-chair, far away

from the parties and fun that are every girl's right. She has tuberculosis, which could have been arrested without difficulty if the family physician had been consulted when her first symptoms appeared.

An elderly woman comes to the doctor with something that has been troubling her for some time. He shakes his head sadly as he discovers an advanced cancerous growth. She would have had good prospects for cure if she had come to his office when her suspicions were first aroused.

A business man in the prime of life dies in his office. His heart had been giving him warnings for more than a

year, but he was "too busy" to heed them.

Yes, Medicine's greatest problem is to get people to take advantage of the help it can offer them. And *you* are the only one who can solve that problem. When something is wrong within your body, you are usually given some warning signal. *Act* on that warning by consulting your doctor without delay.

### PARKE, DAVIS & COMPANY

DETROIT, MICHIGAN

*The World's Largest Makers of  
Pharmaceutical and Biological Products*



## CHILDREN ARE PEOPLE AFTER ALL

(Continued from page 16)

on the next train. The bridges, tunnels, switches, signals, towers, stations, factories, water tanks, electric engines, steam trains, trolleys, buses, and boats were quite exciting. When they were a little older the engineer let them get on the locomotive. Or a conductor would let them swing the lantern to give the express the "clear." And they felt bigger than the President. Every town of any size has a switch yard. There is a lot of interest about it. There is a coal car from Pennsylvania, a refrigerator car with fruit from California, another with meat from Chicago. There are freight cars from different railroads. Little fellows from three to seven have a great time out of all this and you'll have the time of your life when you hear them tell their mother about it after they get home.

A trip to town is a real fascination to little fellows—the shop windows, the tall buildings, the fire house, the police station, watching the presses turn the newspaper from which Daddy reads about the pictures on Sunday, the buses, street cars, subways, elevated trains, the boats in the harbor, rowing a boat on the park lake, the animals in the zoo. We don't do it all in one day; little feet get tired trudging about. We go in to see one thing—like a parade, with crashing bands, snapping flags, prancing horses, flashing uniforms, and a steady swinging tramp, tramp, tramp, tramp.

See the circus come to town, be a boy again and go to the circus. Navy yard, air ports, museums, riding the merry-go-round, getting a box of cereal and feeding the pigeons in the city squares—we have done them all since the older boy was two years old.

**BUT** we don't have to go far to have an interesting time. We build bird houses and last summer as many as twenty different kinds of birds were about our place. Plant a garden. Children love to watch plants grow. Collect leaves of different trees; gather wild flowers; build snow forts and snow

men; get the sleds and go coasting. Winter and summer there is always a lot right around us that can be made a source of instruction and entertainment. Ride a horse, swim, fish, get out the boxing gloves. I look forward to the day when I can use the foils with my older boy.

There is a woman who is always lamenting that her boy has nothing to do to entertain himself. She is a college graduate with a B. S. degree. She could take her youngster two blocks from her house and show him a perfect fairyland in geology; there are some wonderful rock formations. As a matter of fact, the Museum of Natural History has a whole case of materials collected from this very spot. Right from her kitchen cabinet she could give an interesting A. B. C. lesson in chemistry. My youngsters had a lot of

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*"It is not only of their own problems that young people are thinking. They are beginning to consider the plight of thousands of their contemporaries and to wonder whether youth itself may have to find the answers to its questions. For several years youth has waited for constructive help from the older generation. Now it is beginning to try to find the answer for itself."*  
DOROTHY C. STRATTON, Dean of Women, Purdue University, Lafayette, Indiana.

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fun out of a twenty-cent microscope. It doesn't cost a cent to look at the stars above our heads, and it is easy enough to build a telescope. Some students came up on my place not long ago and my little fellow, then seven, was thrilled with a telescope that they were using. Even an old almanac has material that you can use to make an entertaining story for children, the changes of the moon and tide, the story of the months and their names, the historic events listed in the month. It's beyond me how it is that people are stumped to know what to do or are ever at a loss for something to keep Willie busy. All this interesting world is about us. A lot of it costs nothing more than the use of a little

grey matter and some imagination.

There is so much that can be done to make boys think, plan, construct, and carry out their ideas, develop initiative and independence, together with a practical knowledge of the world about us. A year ago about six youngsters planned a big camping expedition by a spring in the woods about 200 yards from our house; none was over twelve years old. My boys invited me to join. The pack train had been moving out with supplies all afternoon. I went over to spend the night. As I drew near the camp, a sentry called: "Halt. Advance and be recognized." I did, and gave the password. There was the tent, and a roaring camp fire. We sat about the fire and I told them stories of the winning of the West until some heads began to nod, then we posted the old dog, Sport, for sentry for the night and rolled ourselves in blankets. At 5 A.M. we turned out, built a good fire, cooked breakfast; then the expedition broke camp and marched home, where they ate another breakfast. That was a grand and glorious experience which the boys planned all themselves.

The greatest fun I had when the boys were small was getting home early enough to give the little fellows a bath and put them to bed. We would have stories, send liners dashing to save ships sinking in the bathtub sea; we had a water-wheel that could perform various feats; then we had pillow fights. We talked over the things we did during the day or wanted to do the next.

Stories of adventures, stories of men who did worthwhile things, who had courage, faith, honor, and chivalry—all to develop like traits in my own children—and stories to make them gay with hearty laughter.

Children are not a recent phenomenon, some mysterious germ or microbe. There have been children born on this earth for the last 50,000 or so years. Why fog the whole thing up and make training children such a difficult task when you can use a little plain common sense instead? My boys are just average, happy, healthy boys, and we have a lot of fun together.



The skyline of Milwaukee, the city where the National Congress of Parents and Teachers will hold its Fortieth Annual Convention, May 11-15.



## LUCKY THAT BANANAS ARE SO GOOD FOR HER, TOO!

SINCE children are so fond of bananas, isn't it wonderful that they are so good for them! Yes, *good*—because bananas are a rich source of the food energy growing children need—*good* because they contain those important vitamins A, B, C, and G and essential minerals that help offset the effect of acid-forming foods. *Good* because they're mildly laxative—and so digestible that doctors often prescribe them as one of the first solid foods for infants.

Let your children, too, have ripe bananas often—on cereals, with milk, in salads and desserts, and right out of the skin. They save you time, work and money—and go over big with the whole family!

### SEND FOR THIS **FREE** BOOKLET

FRUIT DISPATCH COMPANY  
Home Economics Department  
Pier 3, North River, N. Y. C.

N. P. T. 3-36

Please send me free, "Bananas—a Food Children Need," a 24-page booklet containing authentic information about bananas and especially prepared recipes for children of all ages.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

### It's easy to have Ripe Bananas all the time

**B**ANANAS ripen naturally at home. If you find them in the green-tipped (partially ripe) stage at your dealer's, buy them with confidence. Keep them at home at comfortable room temperature (never in the refrigerator) and they will ripen to that golden-yellow-flecked-with-brown stage.

Note to smart buyers—before the last *ripe* banana is gone, get your next supply so they will be ready to eat at the finest flavor stage.

**THEY'RE FULLY  
RIPE WHEN  
FLECKED WITH  
BROWN**







There's no  
**BARGAIN**  
in food  
for Baby!

**B**ABY is the most important member of any household. His health should be—*must be*—protected at any cost! "Bargains" in food should not be for baby—when absolute safety is so easy to buy and costs so little!

In most stores Heinz Strained Foods cost no more than ordinary brands. And every tin bears, not only the Seal of Acceptance of the A. M. A. Committee on Foods, but the world-renowned Heinz 57 Seal too! No other strained foods are so distinguished!

You use Heinz products at your table because the name Heinz assures quality—purity, appetizing taste, easy digestibility. Isn't baby entitled to the same consideration? Doesn't his health deserve the same protection as yours?

Even the smallest youngsters detect the difference in Heinz Strained Foods . . . and prefer them. They enjoy the healthy taste of "garden freshness", the rich, natural color, the wholesome goodness that's cooked *in*—never cooked out. And Heinz Strained Foods are just the right consistency—neither too fine to be palatable nor too coarse for easy digesting.

Insist on Heinz Strained Foods! Give baby the same *quality* in foods that you enjoy. Protect his precious health. Give him Heinz—the strained food that he enjoys eating!



#### SEND FOR THIS BABY DIET BOOK

It contains authenticated up-to-date facts regarding vitamins, minerals and other nutrients your baby needs. Also much reliable information on infant care and feeding. To get a copy, send labels from 3 tins of Heinz Strained Foods or 10 cents — to H. J. Heinz Co., Dept. NP303, Pittsburgh, Pa.



**HEINZ**

**57**

## STRAINED FOODS

11 KINDS—1. Strained Vegetable Soup. 2. Peas. 3. Green Beans. 4. Spinach. 5. Mixed Greens. 6. Carrots. 7. Beets. 8. Prunes. 9. Cereal. 10. Tomatoes. 11. Apricots and Apple Sauce.

# IT'S UP TO US

## What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON



Mother: I'm ashamed of you, Nora; a big girl like you afraid of the dark. Nothing will get you if you go right to sleep.



Mother: Now everything is fine, Eloise. If you wake up, presto! you have a light.

### Eloise Is Less Apt to Be Afraid of the Dark

#### Because

The dark is something she can control. If she wishes light, she has it. Presto! Just like that! The mystery of the dark loses its terror for her. The noise in the corner is a window shade flapping against the window. Eloise knows because she has thrown her light upon the corner and has seen the shade flapping. . . . Nora is torn between emotions of shame and fear; the bedtime hour becomes a thing to dread. She is ashamed because she is failing her mother by being afraid. And she is afraid. Her mother, sug-

gesting that "nothing will get you if you go right to sleep," has brought back the fear that there is a "something" which is waiting to get her if she does not go to sleep. . . . The fascinating new toy may keep Eloise awake a little longer the first night or so, but she will be awake because she is happy and her sleep will be more restful than Nora's, who stays awake because she is unhappy and terrified. The newness of the toy will soon wear away, but the security which the flashlight has given Eloise will remain.



## HEALTH INSURANCE FOR MOTHER AND BABY

(Continued from page 11)

average diet is notoriously low in iodine, the incidence of simple goiter in babies has been materially reduced by prescribing that the mothers use iodized salt.

In certain sections of this country, the northern Middle West, for instance, goiter is very common. The expectant mother who lives in a goiter region would be wise to use iodized salt regularly and to include some form of sea food in her diet every week. Salt water fish, oysters, and the like are the best food sources of iodine.

### MORE ABOUT THE VITAMINS

**VITAMIN A** has been called the anti-infective vitamin, and it is true that laboratory animals that are fed a diet deficient in vitamin A develop various infections—infections of the respiratory tract, the middle ear, and the genito-urinary tract. It is rather a far cry from these findings to the false claim that is often made that vitamin A is a specific cure for colds. This has never been demonstrated scientifically. However, we do know that vitamin A is one factor that helps to keep the delicate membranes of the nose and throat in such excellent health that they resist the invasion of germs.

With this truth in mind some English doctors conceived the idea that the resistance of the vaginal membranes to infection might also be increased by feeding vitamin A. And so they tried this out by feeding a group of prospective mothers cod liver oil during the last month of pregnancy and were able to reduce the number of cases of puerperal sepsis. Although this one experiment is not enough to prove the point definitely, still it does encourage one to take cod liver oil or halibut liver oil without grumbling.

And now let us sum this all up and devise a set of rules easy to follow. Let us list the foods that are essential in the diet of the mother before her child is born.

One quart of milk daily

One or two servings of green vegetables daily (lettuce, cabbage, spinach, sprouts, string beans, and the like)

One egg daily

One glass of orange juice or tomato juice daily

Sea fish once a week

Liver once a week

Cod liver oil or halibut liver oil every day

When these essential nutrients have been included, the rest of the diet will take care of itself. A lucky child is one born to a mother thus nourished, for he will come into the world as well endowed as Nature can make him.



● "Oo-hoo, Mother! Come right away—Sister's getting all fixed for a big cry. And you know how catching it is! If she cries, I'm going to, too—'cause she's my own twin and I feel so sorry!"



● "See here—this woolly sweater's making her a little bit prickly. How well I know the feeling! Wouldn't a few shakes of our slick, smooth Johnson's Baby Powder be just the thing?"



● "Some for me, too? Oh, how nice! I just love to feel that soft, slippery powder going all tickly down my neck. Let's not have it just at bath-time—let's have it often! Then we'd never cry!"



● "I'm Johnson's Baby Powder... the best caretaker for babies' tender skins! My silky smoothness wards off chafes and rashes—for I'm made of finest Italian talc. No gritty particles and no orris-root... Try Johnson's Baby Soap, Baby Cream and Baby Oil, too."

Johnson & Johnson  
NEW BRUNSWICK, N. J., U. S. A.

# No Starchy Taste No Raw Lumps



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The Arrowroot in Royal Pudding cooks completely in 5 Minutes... Digests Faster than Cornstarch or Tapioca

It's smooth, creamy, velvety—this delicious Royal Chocolate Pudding. And the flavor is as fine as that of the best homemade pudding.

Yet so quick... so easy. Just add milk... bring to a boil... and your pudding is fully cooked.

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**FREE—Beautiful New Illustrated Recipe Book:** Send front from Royal Pudding package with name and address, and receive free copy of "Royal Desserts and Salads." Royal Puddings, Products of Standard Brands Inc., 691 Washington St., New York, Dept. R-43.

Arrowroot, the base of Royal Pudding, differs from most other starches. It cooks quickly, and digests faster... easier than cornstarch or tapioca.



## COURTESY WORKS BOTH WAYS

(Continued from page 1)

withdrawal or one of exaggerated aggressiveness.

If it is the first, he becomes diffident and grows up handicapped by an abnormal shyness which is often mistaken for snobbishness. He develops hysterical symptoms whenever he is called upon to meet strangers. He dislikes eating in public places. If he has talents he is apt to withdraw them from socially directed expression and hide them.

If the child reacts aggressively he becomes a show-off, abnormally greedy for adulation. Such gifts as he may have he uses to obtain power over others. In business he tries to accumulate wealth in order to shine. In public affairs his acts are determined by public opinion rather than the welfare of the social order as a whole.

In addition to the four discourtesies we have just considered, there is the common discourtesy of forgetting to say *please* and *thank you*.

A child was recently described to me as disobedient to the point of psychopathic indifference. Gathered in, the facts revealed it would have been a miracle had she been otherwise. She was rarely asked to do a thing, and constantly told to do it, and always in a voice shrill with nervous irritation. In self-defense the child had developed the psychological deafness of indifference to any and all requests her elders made. She just didn't hear.

Some time later, due to family circumstances, she was sent on a prolonged visit to some relatives. In the quiet tactful friendliness of her new environment she recovered her alertness and a normal willingness to be friendly and helpful. There a request was always preceded by *please* and rewarded with *thank you* and now and then a word of praise for having fulfilled it promptly. She soon found she liked doing things when she was asked to do them, "just the way people ask grown-ups."

But perhaps no discourtesy to the child is more cruel in its thoughtlessness than the habit of making promises and forgetting to keep them.

True, it is a common discourtesy in our contacts with each other. But adults are aware of its frequency, know how to make allowances for it, and govern their expectations accordingly. The child is unable to do this. In his world a broken promise is a major calamity, a spiritual earthquake. The following is a composite picture of many incidents I have witnessed all too frequently.

A little boy is shopping with his mother. His excitement suggests the trip is a long-promised treat. He keeps

talking about the toy department, and what he is going to buy with a quarter held tightly in his small fist. In the store Mother unexpectedly meets a friend. The friend asks her help in selecting some purchases. The small boy is not interested, but controls his impatience. He trusts Mother. Whatever she promises comes true. And then suddenly, without warning, this promise doesn't come true. Mother is taking him home. "Come, dear, we must hurry; it's getting late. It's later than I thought and Mother is very tired; we'll come again another time."

To an adult another time may be just as good as this time. Not to a child. To him it is something unattainably far away. He cannot imagine it.

But worse than the delay is the fact that a promise has been made and broken. His little universe is now sown with doubt. He cannot trust his elders.

**N**OT one of these six discourtesies is motivated by malice. In the case of the child guest, the pretty little boy, the child at the table, and the talented child, the motives are the good, natural motives of friendliness, delight in the loveliness of childhood, affection, and parental pride. But they are all over-emphasized and sentimentalized to the point where they become an impertinence and a menace to the child's individuality. And the discourtesies of failure to say *please* and *thank you* and keep one's promises are almost always due to nervous irritability and pure thoughtlessness.

One might say, then, that they are all little discourtesies. And that is precisely what makes them so fatal. Insects are little but they eat away broad foundations. These little discourtesies are the insects that undermine silently and unnoticed the personality a costly structure of education is trying to develop.

Every child is subject to two kinds of education. The one provides him with knowledge, the other with character. The first is largely a matter of correct teaching methods. The second is almost wholly a matter of the atmosphere of personality with which adults surround the child.

By the atmosphere of personality I mean the emotional climate that results when two personalities come in contact with each other. And this rather than any formal education is the determining factor in the growth of the child's character toward balance or distortion.

This atmosphere of personality is either one of courtesy or one of discourtesy. If it is the latter, it is characterized by qualities which mark the immature personality:—*lack of imagination*, the ability to put oneself in the other person's place; *tactlessness*, dulled response to the emotional pat-



terms of other people's feelings; *selfishness*, the exploitation of others to satisfy one's own impulses or pride; and *erratic behavior*, unreliability in keeping promises. Summed up, it is an atmosphere of social blindness or indifference to personality.

It is essentially a moral climate of doubt of oneself, distrust of others, and a shirking of the mutual give and take of daily life. It is anemic to growth and starves balanced development of the child's personality. As we have seen in the common examples of Betty Anne, Bobby, Tommy, and Mary Jane, it deforms personality in one of two directions, abnormal timidity or abnormal aggressiveness.

In sharp contrast, an atmosphere of courtesy consists of qualities that mark balanced and rounded maturity: *social consciousness*, respect for one's own rights and the rights of others as interdependent; *tactfulness*, the ability to sense other people's emotional reactions; *imagination*, the ability to put oneself in another's place; and *poise*, or self-control, which implies a sense of proportion in judging the relative importance of things. In a word, it is an atmosphere of social vision or reverence for personality.

It produces confidence in oneself, trust in others, and a free, uncoerced sharing in mutual understanding and helpfulness of the problems and opportunities of daily life. It is these qualities, expressed through the individual, that are the foundation stones of a sane and civilized social order.

A woman, wise rather than sentimental in her love for children, and aware that in her contact with them she was literally a keeper of the future, drew up for herself the following social code:

I will respect the secrets and reservations of the child guest in my home, and refrain from rushing him with the undignified and unwelcome attention of foolish questions and embarrassing remarks.

I will respect the individuality of the child in my care, and restrain my affection within limits that will nourish rather than overwhelm it.

I will have patience and sympathy with and for the awkwardness of the child at my table, refraining from laughter or reproach, and guiding his table manners quietly and unobtrusively.

I will help the gifted child to normal self-confidence in his talent, and free expression in his use of it, by refusing to coerce him into showing off.

I will ask no favor, no duty of a child without preceding my request by *please* and rewarding it with *thank you*.

Above all, I will remember that every promise to a child is a trust to be kept.

# COLDS are dangerous infections - give them Antiseptic Treatment!



**Listerine's success in reducing the number of colds is due to germ-killing action in mouth and throat**

Colds are infections. Why not treat them as such—not with harsh drugs powerless against bacteria, but with a first-rate antiseptic that kills germs quickly?

## Fewer, milder colds

People who follow this system may expect fewer colds and fewer sore throats. That has been proved over and over again by scientific tests in which Listerine was used.

The results of these tests begun in 1930 are corroborated by the experience of Listerine users as attested by enthusiastic letters to this company.

Remember, your cold is accompanied by germs, which invade the body through the mouth and throat. Promptly killed or even held in check, they may do no damage. Allowed to multiply, these bacteria are almost certain to get the upper hand. A mean cold or a nasty

sore throat often follows.

## Kills germs on membranes

Listerine holds such germs in check. When this pleasant though powerful antiseptic touches the mucous membranes, it begins to kill by the millions, germs associated with colds and sore throat.

Even 3 hours after its use, vulnerable areas show a substantially reduced bacterial count.

## See for yourself

Why not get in the habit of using Listerine twice a day this winter? You may find, as many others have, that it makes you less susceptible to winter ailments. Many report that as a result of using Listerine they have no colds whatsoever. Others say they catch cold seldom, and that their colds are so mild as to cause no inconvenience. Lambert Pharmacal Company, St. Louis, Mo.

# Listerine

**- at the first sign of Cold or Sore Throat**



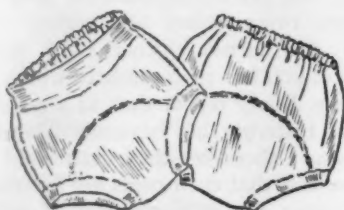


# Don't scold your baby!



Don't scold your baby for temporary "lapses"! Encourage him—and save yourself a world of bother—by putting him into Kleinert's "Trainers" as soon as diapers are discarded. These cute little panties of soft white balbriggan or heavier Swiss-ribbed fabric have a concealed inner panel of silk Softex which is proof against water or acid and does not deteriorate with use or washing. Give baby their welcome protection all day long—there's NO RUBBER in Kleinert's "Trainers" so you can wash and BOIL them just like the rest of his underthings.

Order Kleinert's Protective Trainers from your favorite store in sizes 1, 2, or 3.



**Kleinert's**  
T. M. Reg. U. S. Pat. Off.  
**PROTECTIVE**  
**"TRAINERS"**

## CLASSIC-TRAINED SON, MODERN DAUGHTER

(Continued from page 15)

Since we had once lived in a western town that had been a fort and trading post in trail days, this play and the costumes meant something vaguely familiar to my daughter.

Her link with the modern world was welded by the class interest in politics and newspaper policies. More than once she went to school without breakfast because she had taken too much time to read the paper in preparation for the day's discussions. During the summer vacation she found a small filing cabinet and started a collection of clippings which embraced, I believe, the Italian-Ethiopian situations on the one hand and the news of the Dionne quintuplets on the other.

Perhaps the difference in the psychological ages of a twelve-year-old girl and a ten-year-old boy makes comparison between their studies unfair. Where Susan is absorbing knowledge by the laboratory method, using the world as her laboratory, Bill seems to me to be getting book learning. He rattles off grammar rules and laws of hygiene, and his sole interest in newspapers to date is the comic strip. However, I hasten to add that as we walk on the street, I notice he quotes what they have studied in citizenship class about clean sidewalks and obedience to traffic regulations. Once he asked to go to a museum because he had heard they were showing an old-type tenement and the new model; and he was tremendously interested in what he saw there. Each morning his teacher reads something from the newspaper to the class. Perhaps ten-year-olds have to be spoon-fed their current events.

Certainly his athletic life is doled out in doses which are both regular and effective. He goes through a rigid routine which is developing a splendid control over his muscles. I was interested to see that the boys of his school play in such perfect rhythm and teamwork that they won almost every baseball and basketball game they entered with other schools last year.

I wish Susan were given that same precision and accuracy in her physical development. She has plenty of opportunities for exercise, but is not forced into the games and dances. Day after day, she would tell me she sat on the sidelines because she felt she did not know how to play volley ball or go through the folk dance as well as the other children. Sometimes, I rejoice to remember, she was in demand; but on the whole she got by without doing much for herself.

However, when summer vacation came, she asked for swimming and tennis lessons so she could do things

as well as her classmates, next year. She says she likes these, because she is learning something new each session. I hope that the knowledge will give her courage to rise up and take part in sports of her own accord.

As in athletics, so in the matter of study, the two schools followed opposing ideas. Last winter Susan's class held a spirited race to see who could finish the arithmetic book first, with the problems corrected by the teacher from day to day. If Susan was more interested in the race than in the arithmetic she was doing, she at least had fun; and the whole class came to the end of the year ahead of their schedule of requirements. Some of them must be pretty well along on next year's work.

Bill does his studying under a teacher's watchful eye, and completes each day's assignments or has to stay in after school until the work is done. This may be an infantile procedure, but it seems to me the results give it many odds over the free and breezy method of depending on the student's awakening interest in his subject to prompt him to heavy work. Sooner or later both Bill and Susan must learn mental discipline; he is getting a better start at it than she is.

**My** feeling in this matter is further developed in the opposing systems of reports on their progress. She receives no grades at any time. The teachers in her school are glad to talk things over with parents, and the lively parent-teacher association keeps us in as close touch with our children's work and surroundings as we will make the effort to be. The pupils themselves discuss their efforts and results with their teachers, and they check each other constantly in class. But it seems to me Susan is going through a feeling that nothing she does either at school or at home has any significance. I am sorry to see her go through this listlessness, which surely is not necessary.

Bill is learning definitely what he is accomplishing, for, in his school, grades are posted every week on a bulletin board; and at the end of the year medals are publicly awarded. It is doing him a great deal of good to see a tangible reward for his efforts or to take a few jeers when his marks tumble, as they often must.

There were days when he first attended this school that seemed too discouraging for him to bear. But it took only five short days to change a grade on the bulletin board, and he began to watch each individual lesson to improve his marks. By the end of the year he seemed to me learning to center his mind on whatever goal he undertook, either at school or at home. The children in his class have steady eyes. I believe it is because they are

taught to watch their goal and because their rewards and punishments are definite, swift, and sure.

Speaking of punishments, I was very much interested to see that they balanced in this very staid school about evenly with those in the modern institution. In Bill's room, a board of self-government spanked, and spanked hard. It was done in pretty neat and orderly fashion, and I never heard a complaint from my son, though I noticed the marks of several sessions of discipline. On Susan's playground, and I believe in her classroom as well, self-appointed guardians of right and wrongs seethed, argued, and finally indulged in a soul-surrendering scrap. If in either school a child was touched by a teacher, I did not hear of it. The worst that happened came when pupils were kept in during the play hour or after school. Both my children loathe being kept in; it is worse than spanking, they agree. It is one of the few points on which they do agree!

**NATURALLY**, two dissimilar children attending different schools will take some time to arrive at a point of thinking and acting alike. This first year of study in some superficial ways has thrown them farther apart. But, under the surface, it is better for Susan to have attended the modern school and Bill to be part of the conservative system than for both to have gone the same way.

Susan has natural depth, which it is very difficult for her to express. If she were shallow, then modern methods would make her blatant, or an artist, one of the two. When I say "an artist," I do not mean a Malvina Hoffman or an immortal Raphael, but a person who must put everything she knows or feels into concrete form to show the world. We have a need of such, in life today. But we also have need of Susan and her type, who think and philosophize and ponder, then act decisively. It is learning how to make that action effective, how to link her inner personality with the rhythm of her world which I believe my daughter has begun to learn from her school.

The world's rhythm was born in Bill; it is his breath. He needs to tame himself and his generous impulses. He needs, even more, to dig into himself and find some depth. It is comparatively easy to save others—I want Bill to grow up and save himself, and the quieting influence of his classic school is beginning to give him time to do that.

In other words, the brother and sister are coming toward the same point of a balanced inner and surface life. Perhaps, some day in the not too distant future, modern schools will attain the same medium path that I have hoped to attain in our family.

## A Clapp-fed Baby— and how she grew

PEGGY JANE NICHOLS, WESTFIELD, N. J.



Here's Peggy Jane at 4 months. She's a recent graduate from an all-liquid diet to cereal. On her five-month birthday she'll be promoted to Clapp's strained vegetables. And that's a real promotion—for Clapp's foods have substance. They're finely strained, smooth, yet not too liquid—just the texture doctors approve for babies.

Peggy Jane's 8 months old now and going strong. At six months, Clapp's strained fruits and soups were added to her menu. Now she has the run of the whole Clapp list—the world's largest baby menu. She enjoys her varied diet of scientifically approved foods—and thrives on it.



Quite a person at 11 months is Peggy Jane. Those vitamins and minerals which Clapp's pressure-cooking so carefully retains have gotten in their good work. She weighs 21 lbs. 12 oz.—9½ pounds more than in her first picture. She's been creeping for three months. And she can pull herself up onto her own two feet.

**Mothers—Read this Astonishing Story!** A careful study of a group of Clapp-fed babies, in one community, is now going on under scientific supervision. During this test, covering each baby's first year, a check-up and photographic record has been made at frequent intervals. *Not one baby has failed to show uninterrupted favorable progress.*

**FREE** booklet containing photographic case history of *every baby* who has completed the test, together with valuable information on vegetable feeding, will be sent you on request. Simply send your name and address to Harold H. Clapp, Inc., Dept. N3-36, 1328 University Avenue, Rochester, N. Y.



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# CLAPP'S ORIGINAL BABY SOUPS AND VEGETABLES



# BALDWIN PRESENTS

THE AMAZING NEW  
BALDWIN-BUILT

## Howard *Acrosonic* *Piano*



**A** THRILLING surprise awaits you—a *perfected* tone balance, due to the Acrosonic Scale, an exclusive feature of the new Baldwin-Built *Howard Acrosonic Piano*. Add to this an exquisite tone quality, a remarkably responsive action, and you will understand why this instrument is admired and desired everywhere.

Full 88-note scale; greater volume. Amazingly compact in its entrancingly beautiful designs.

Of course, you'll want to see it; try it; hear it. But in the meantime, you surely want to know more about—to understand fully, this lovely instrument. So, see your dealer, or use the coupon and satisfying information will be sent you at once. No obligation, of course.

### USE THIS COUPON

THE BALDWIN PIANO COMPANY  
1809 Gilbert Ave., Cincinnati, O.

Send me your booklet, "Planning For Your Child," which fully describes your new Baldwin-Built Howard Acrosonic Piano.

Name.....

Address.....

City..... State.....

## GUIDING YOUNG AMBITION

(Continued from page 9)

more freely in the classrooms. Eminent speakers from various professions and vocations—men and women who will not only fire the adolescent imagination but also give information concerning the fields of their choice and the preparation necessary therefor—should be invited to address the school assemblies. Much parallel reading should bear upon vocations; and the libraries should have the right sort of material on hand.

The specific admonition with which principals deal so often might be unnecessary if girls were looking toward careers that required the best that is in them, if they were made to see that scholarship is a means toward effective living. Because I believe that parents have ideas and points of view worth considering, I advocate real conferences between parents and teachers to the end that the two types of educators may be able to focus the minds of children upon a far goal. Girls with ambition and incentive are likely to overcome those minor behavioristic tendencies that distress both parents and teachers. In other words, if our children acquire ambition, other things can be added unto them.

Perhaps I am asking too much of the schools. Perhaps real education must be provided in the homes of America. Are any of our schools today placing sufficient emphasis upon the

relation of education to the processes of living? Are teachers taking full cognizance of the great economic changes through which our civilization is passing?

At a convention in Seattle last July I attended a round table at which teachers were discussing the sad plight of their profession. Since I have taught in both a public school and a college, perhaps I shall be pardoned for a criticism directed toward a group that I claim as my own. We who have taught and who are teaching must assume a large share of responsibility for the distorted thinking of the world. Because we have dealt with minds in their most plastic state, we might have given to the world men and women who could have created a better social order. If we had been awake thirty years ago, we should not now be wailing about the discriminations we suffer. If we had guided girls toward other vocations, our own would not be so overcrowded as to push down salaries and to push up the volume of work, about which those conferees at Seattle were wailing.

After all, am I wrong in believing that teachers, if aware of their power and responsibilities and if concerned with preparing students for life and not for examinations, might be more useful both to society and to the individuals with whom they have daily contact? Together with the parents of the young people in their charge they can render a tremendously valuable service in guiding young ambition.

## HOME IMPRESSIONS ARE LASTING

(Continued from page 21)

of beauty if left solely to his own judgment. But luckily money doesn't govern beauty. Beauty is sincerity and honesty in what we do; and whether you have a tiny cottage or a mansion, if you decorate it honestly and appropriately for its style and purpose you are well on the road to good taste.

Even if you can't spend the million there are lots of things you *can* do. To start with, why not learn to use and understand color beauty. Then instead of using just the overworked rust and green color scheme for your house, try introducing such themes as tobacco brown, deep leaf green, and copper; plum, old gold, and rich blue; cinnamon and shell pink; gray and yellow with a dash of coral; fuchsia with gray and endless lovely color thoughts that will convert any interior into a congenial one. Then how about your mantel arrangement—does it center around a lovely old plate or fine print instead of being a heterogeneous assortment of family pictures planted in the midst of gilt baskets flowering with gaudy paper roses?

Oh, for a vacuum cleaner to go through and suck up all these extra folderols that clutter so many homes so that they have no restful breathing spaces. Buy simple things and leave the furniture and furnishings with conglomerate gewgaws for the manufacturer to destroy. Plan your home to *function*; that is its main purpose. Arrange your furniture for comfort but according to the principles of good decorating. [See the article on furniture arrangement in the September, 1935, issue of this magazine.] Have one or two good pictures well grouped rather than an artless assortment plastering every wall.

Have a home wherein you as an individual dare to express yourself, but remembering, in justification to your children, your husband, your friends, and yourself, that home impressions are lasting ones, and that your forces and direction determine *what* they shall be and *whether* they shall fill our lives with happy emotional reactions and cultural assets or be permanent handicaps in making the final marks.



## THE ROBINSON FAMILY

(Continued from page 19)

is. And we are just beginning to understand the extent to which 'a favorable internal environment'—to use Sherman's phrase—can permit our native endowments, whatever they are, to develop and function to the best advantage. People used to be altogether too fatalistic about their health."

"That seems to give us all a chance," remarked Mr. Robinson. "But, Doctor, I'm certainly increasing my vocabulary today. 'Internal environment' is a new one, and so is 'hidden hunger'. . . . Where are you off to?" This to Molly, who had put down her book and was making for the door.

Molly put her finger to her lip. "Hush! Hidden hunger. It's a long time since supper. I'm going to see what is in the icebox."

Next Month:  
TOMMIE WILL NOT  
GO TO SLEEP

### What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the ways in which grown-ups are frequently discourteous to children? 6-7, 28.
2. Why is diet so important to both the expectant mother and her baby? 10-11.
3. What are the essentials of an adequate diet for the expectant mother? 27.
4. What contributions do the interests of each member of the family outside the home make to the family as a group? 12-13.
5. What are a few of the outstanding differences between the old and the new methods of teaching? 14-15.
6. What shall we do about the child who daydreams? 17.
7. Why should public attention be focused on the needs of thousands of unprotected children? 22.
8. What is one way of dealing with a child's fear of the dark? 26.
9. In what way can parents and teachers work together to stimulate older girls to train for worthwhile careers? 32.
10. How do small children gain in power over things, over other people, and over themselves? 35-37.



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## A CAVE FULL OF TEDDY BEARS IN THE HEART OF NEW YORK!

**Y**OU might think it perfectly possible to run a New York hotel without a Teddy Bear Cave. And you might be right. But it wouldn't be *our* kind of hospitality! We just hate to see unhappy little tots being hustled around the city by their grown-ups. You ought to take a peek at *our* little visitors playing and laughing away the hours on our sunny top floor, tenderly watched over by our Play Lady while their mothers are out shopping. We even serve them their little meals, with special children's food, up in our nursery! Next time you're in town, do drop in and see for yourself, won't you?

*With entrance to the  
Grand Central Station*

**The ROOSEVELT**

Madison Avenue at 45th Street, New York  
Bernam G. Hines—Managing Director



## HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

### Parent Education Study Course: The Progressive Home



#### ● OUTSIDE INTERESTS

by ETHEL B. WARING  
(See page 12)

##### I. Points to Bring Out

1. Outside interests in which all of the family can share are of untold value, especially if these lead to full discussion and interchange of experiences.

2. It is not necessary that all of the family take part in each outside contact if all of them show an interest in the experiences and adventures of each member. However, an occupation or hobby which all can share adds greatly to family life.

3. An individual member's contact with social and even professional organizations can contribute much to the interest of the family as a whole. A musical club, an amateur photography group, a dramatic group—any of these are of interest to the whole family if they are reported at some time when the family can give time to listen and to discuss the report.

##### II. Problems to Discuss

1. How far should the hobby of one member of the family dominate the interest of the family group?

2. (a) How far should parents take part in the hobbies of their children? (b) Is it possible that too much parental help may destroy interest or lessen children's initiative and sense of responsibility?

3. (a) Is setting up the family budget an interest which all the members of the family can share? (b) How old should children be before they can know about the family budget?

4. Plan some excursions or holiday trips in which all the family may share.

#### Helps in Directing Study Groups

**T**HE article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.



## WHAT CAN TODDLERS LEARN?

by Abigail A. Eliot

**D**ID you ever watch a two-year-old child who was free to roam about as he pleased in a room or outdoors? What does he do? He gets his fingers into everything. He goes hither and yon touching, poking, pulling, turning, dropping, squeezing, throwing whatever comes within his range. He is learning—learning what the world is like; learning the properties of things, whether they are hard or soft, rough or smooth, fixed or movable, whether they will break or not, how they will respond to his approach. His curiosity is insatiable, and this is fortunate, for without it he would never learn all he needs to know about things—how the water comes out of the faucet; that doors, boxes, and drawers will open and shut; that pins prick, and wheels turn. These and hundreds of other facts he needs to know if he is to live successfully in the world, and these things he can learn when he is a very little child.

Did you ever watch a tiny child approach another child whom he has never seen before? Different children will do different things, some will hold back shyly, some will run up to the other child and touch him, some will go so far as to push or pull the other child. But each is finding out in his own way what the other child is like, learning how human beings behave. And they learn how adults behave, too. A toddler knows quite well how his mother will react to his screaming or his blandishments, and this knowledge is very useful to him.

Did you ever watch a little child trying to climb stairs, or walk over rough ground, or move a heavy box or board? He is learning to do things—and there are lots of things a toddler can learn to do. He can learn not only to climb, to walk without stumbling over things, to lift and move things skilfully, but also to wash his own hands and face, to help put on his clothes, to feed himself, to build elaborate constructions, to put paint on paper without making too much of a mess of the furniture and floor. These are things he can do with materials. He can also learn to do things with people. He can run simple errands in the house for Mother or Father, he can play happily with or beside another child, he can learn not to interrupt, to share and take turns, to regard the rights of other people as well as to stand up for his own. There are lots of things he can learn to do.

Learning to do things with materials and people is great fun. The reason it is fun is because in learning to do such things the child feels his power growing— (Continued on page 37)

## WHY NOT MAKE "CLEAN HANDS" A GAME?



**C**HILDREN love to play games. They thrill over a contest. Cleanliness becomes *fun* with the Lifebuoy Wash-up Chart. They keep score. They try to break their own record or a sister's or brother's. There's a coveted Health Guard Button to strive for and a fascinating spin-win-grin game, called "Whoopo."

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You'll be delighted with Lifebuoy as a complexion soap. It cleanses the skin so thoroughly, yet so gently! It's actually more than 20% milder than many so-called beauty soaps. "Patch" tests made on the skins of hundreds of women prove it! You can use Lifebuoy in hot, cold, hard or soft water. It gives loads of rich, purifying lather.

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Sani-Flush is a scientific formula, created to remove ugly marks from toilet bowls. Buy a can. Try putting a little in the bowl. (Follow directions on the can.) Flush the toilet. See how the porcelain sparkles! Odors are killed, not covered up. Sani-Flush is odorless.

You can purify the hidden trap under the toilet bowl with Sani-Flush. No other cleaning method can do this. Sani-Flush is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



A Message TO PARENTS



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CHICAGO FLYING SCOUT Roller Skates GIVE 3 TIMES MORE MILES AT LOWEST COST

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WRITE FOR FREE BOOK Gives full skating instructions, games, etc. Send for your copy, demand "CHICAGO'S". If your dealer does not carry them, refuse substitutes—order direct! We will ship postpaid on receipt of \$1.95. Give shoe size.

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## CONGRESS COMMENTS

DR. CHARLES H. JUDD, professor of education and chairman of the Department of Education, University of Chicago, is speaking on "Relation of the School Board to the Public" February 25 at the Parent-Teacher Section Meeting, during the convention of the Department of Superintendence, National Education Association, in St. Louis, Missouri. The Parent-Teacher Section, under the auspices of the National Congress of Parents and Teachers, meets at the St. Louis Municipal Auditorium, Tuesday, February 25, at 2:15 P.M. A panel discussion will follow Dr. Judd's address. Several members of the National Board are attending the convention and participating in this and other section meetings.

In addition to taking part in the Parent-Teacher Section, several members of the National Congress are participating in other sections of the program of the Department of Superintendence convention in St. Louis.

The program includes a speech by Mrs. B. F. Langworthy at the section on "Lay Friends of Education," Monday, February 24. Her subject is "The Function of Education in Our Society as Seen by Laymen."

Mrs. A. H. Reeve, International Relations chairman for the National Congress, speaks on the adult education program on February 26, on the topic "Parent Education for Crime Prevention."

Dr. A. F. Harman, Fifth Vice-President, is invited to speak on the program of the Department of Elementary School Principals.

Miss Alice Sowers, Parent Education Specialist, speaks at the meeting of the Department of Supervisors and Teachers of Home Economics, February 22, on the subject "Home Economics and Parent Education."

Mrs. William Kletzer, President of the Oregon Congress, was elected by the National Congress Reorganization committee to succeed Mrs. Francis H. Blake as chairman.

The Executive Committee of the National Congress, at its January meeting in Washington, accepted a substantial grant from the automotive industry for the extension of its safety education program among local parent-teacher associations. Miss Marian Telford, National Safety chairman, will direct the program, in consultation with a special committee appointed by the National President. The Congress is one of fourteen organizations cooperating in an intensive, nationwide effort to reduce traffic accidents during 1936.

Representatives of national organi-

zations interested in schoolboy safety patrols met in Washington, January 19, to review the standard schoolboy safety patrol regulations. Mrs. A. B. Shuttleworth, Director of the Department of Public Welfare, and Miss Marian Telford, National Safety chairman, represented the Congress at this meeting. The American Automobile Association, the National Safety Council, and the National Education Association participated in the conference.

At the annual meeting of the board of directors and stockholders of the Child Welfare Company, which was held in Washington in January, Dr. William McKinley Robinson, chairman of the Congress Committee on Rural Service, was elected a member of the board of directors. Otherwise the officers, board, and staff remain the same.

Mrs. Charles E. Roe, National Field Secretary, will conduct conferences in California and Oregon during the month of March. She has already visited Pennsylvania, Ohio, and Arizona since the first of the year.

During the National Recreation Congress in Chicago, the Illinois state branch was in charge of a National Congress exhibit, showing activities and publications of the Congress in the field of recreation. Mrs. C. W. Balch, Recreation chairman, and other attendants at the booth explained the P. T. A. recreation program.

Miss Florence Fallgatter has been appointed chairman of the Committee on Homemaking for the National Congress. Miss Fallgatter has recently been made chief of the home economics education service in the Vocational Home Economics Division, U. S. Office of Education.

Miss Fallgatter for the past several years has been a member of the home economics staff in the Office of Education and prior to that had at different periods been associated with the Universities of Minnesota, Missouri, and Tennessee, and also with the State College of Montana. Before the time that the Federal Board for Vocational Education became a division of the Office of Education in 1933, Miss Fallgatter was a regional agent for home economics education with the Federal Board.

Mrs. L. W. Jacobs, who served the Mississippi Congress of Parents and Teachers for the past two years in the capacity of editor of the *Mississippi Parent-Teacher Bulletin* and as NATIONAL PARENT-TEACHER MAGAZINE chairman, has been awarded the first prize of \$10,000 in the Pictorial Review and Dodd, Mead contest. Mrs. Jacobs wrote under the name of Margaret Flint and her book, *The Old Ashburn House*, will be released in June. The scene is laid in a small town in Maine.

She is serving the state Congress this year in the capacity of chairman of Character Education, in the Department of Home Service.

## WHAT CAN TODDLERS LEARN?

(Continued from page 35)

his power over things and people. Nothing is more satisfying to a human being than the realization of greater power within himself. Whenever we learn to do something new we have that satisfaction.

**POWER** over things, power over other people is interesting, fascinating. Power over ourselves may bring even greater satisfaction. As we watch a child learning to do things, we can appreciate his joy in conquering himself. Not long ago I watched a two-year-old learning to climb apparatus. She wanted to climb as she had seen the other children do, but she was timid, not sure that she could reach and pull sufficiently. No one helped her up. We waited—several weeks—and at last one day she did it—conquered herself, her fears as well as her muscles, and climbed to the top. I never hope to see an expression of greater joy on the face of a little child.

What can toddlers learn? Toddlers can learn to know what the world is like, they can learn to do things which involve materials and other people, and they can learn to conquer themselves.

...

## MORE HELPS FOR STUDY GROUPS

**T**HOUSANDS of Congress parent-teacher associations and study groups are following the Parent Education Study Course and the Parent-Teacher Program which appear in this magazine. Many, however, select other material which appears in the magazine as a basis for group study. We are, therefore, pointing out certain articles in this issue of the magazine which can be used in this way. Won't you write and tell us if this is helpful to your P. T. A. or study group? Address the Editorial Department, NATIONAL PARENT-TEACHER MAGAZINE, 52 Vanderbilt Avenue, New York City.

### FOR PRESCHOOL GROUPS

"Courtesy Works Both Ways," by Eleanor B. Stock. Page 6.

"Health Insurance for Mother and Baby," by Margaret House Irwin. Page 10.

### FOR GRADE SCHOOL GROUPS

"Courtesy Works Both Ways," by Eleanor B. Stock. Page 6.

"Classic - Trained Son, Modern Daughter," by Mary Gates. Page 14.

### FOR HIGH SCHOOL GROUPS

"Guiding Young Ambition," by Eudora Ramsay Richardson. Page 8.

# What every Mother should know about MILK



If the milk you buy comes to you protected with this **Welded Wire SEAL**

① you can be sure that not a particle of street dirt has seeped into the bottle as it waited outside your door—



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③ and as the milk pours into the glass, you're certain that the bottle-mouth over which the milk flows has been kept healthfully clean—for the protecting cap comes way down over the pouring surface.



Insist on this Welded Wire Seal on your milk. If your dairy does not use it, write to us and we will tell you where it can be procured in your locality. *The Standard Cap and Seal Corporation, 1200 Fullerton Avenue, Chicago, Illinois.*



THE NATIONAL TRADE MARK OF BETTER MILK AND CREAM





# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## COMMUNITY AND CAFETERIA BUILDING SPONSORED BY P. T. A.

*Washington*

**T**HE need for an auxiliary building to take care of certain school activities, to provide a meeting place for clubs and parent-teacher groups, and to be used as a cafeteria which would provide hot lunches for school children, has long been felt by the Camas Council of Parent-Teacher Associations.

Conservatism in the things that we want is one of the things that most of us have learned in the last few years. Consequently it is news when some one wants something big and expensive—and gets it. Camas citizens made news when they wanted a fine cafeteria building—and got it.

After voting to sponsor the building, the parent-teacher association in Camas buckled down to the difficult task of raising money. Programs were put on; dinners and card parties were given—all with the definite aim of raising money for the new building. Finally, almost every person in Camas felt that part of the responsibility for the new building was his. This feeling was probably one of the greatest factors in making the building a reality.

It is an English-style brick building 52 x 35 feet in dimension, much resembling a hunting lodge in the spirit of the architecture. This is especially true of the dining room on the main floor, with its scissor-rafter construction and its large fireplace. In the cement basement there are lavatories, food bins, and storage space for supplies.

Perhaps expense is the first item of interest. Over \$1,000 was secured from the State Grant-in-Aid funds. The district spent nearly \$2,000 for labor, and nearly \$3,000 for material and equipment. The government contributed over \$3,000. In addition, citizens and students contributed labor, money, and articles, such as furniture and draperies.

In the cafeteria, the cook's menus are approved by the domestic science teacher for their dietetic value. Children are allowed to bring their sandwiches from home and purchase a hot drink or soup to complete the lunch, or they may purchase the complete lunch at very low cost.

Children living in the country are given lunch tickets in exchange for

various supplies which they may bring, such as wood for the fireplace. Or they may bring food supplies, such as potatoes, cabbages, or home-cured hams.

High school girls who help serve the meals or wash the dishes are also paid in meal tickets. If children need hot lunches and cannot afford to buy them, they are given their meals free, and this is taken care of by having "Pound Parties" at some of the parent-teacher gatherings.

Besides the serving of meals, the building has many varied uses. Manual training classes for grades five and six of Central School have classes in the basement; town clubs use the building for their meetings; four parent-teacher groups have their monthly meetings there; school clubs enjoy their parties there, where the big fireplace makes the room ideal; three schools use the building for their parties. In fact, in order to take care of all the demands, it is necessary to keep a calendar in the superintendent's office, where all dates are registered, for both afternoon and evening.

Camas Parent-Teacher Association attained the all-important objective of procuring a much-needed building and it procured a fine one. But it also demonstrated something almost as valuable—the fact that perfect cooperation can accomplish big things—*Adapted from the WASHINGTON PARENT-TEACHER.*

## INCREASED MEMBERSHIP AND INTEREST

*Mississippi*

A vital feeling of cooperation has been developed between the Starkville Parent-Teacher Association, including the faculty and students of the high school. In order to revive interest, to promote cooperation, and to encourage an increased and a participating membership, this association has revised its method of handling its programs. It has proved a worthwhile change, as both membership and interest have increased perceptibly.

Instead of having a speaker for every meeting as formerly, the association now follows this plan: It meets together for assembly singing, the devotional period, and the business session, after which it divides into groups (primary, grammar, and high school), with a leader for each group, for a round table discussion on the program subject, mutual problems, and

plans pertinent to each group. The parents assemble with the group in which they are most interested. This plan has proved an excellent means of provoking expression from both parents and teachers who feel a common interest in the same child or children, whereas they probably would have hesitated to express themselves freely in the general body. This method has not only been a means of promoting friendly relations and cooperation between the parents and teachers of these groups, but it has developed a participating membership, which in the end constitutes a wide-awake P.T.A.

The enrolment campaign of this association was promoted through rooms of the school. The members secured in this way served as sponsors of the grade enlisting them, with a general chairman supervising the work. For further encouragement, the principal of the school offered a day's holiday to the room in each P. T. A. division (three) which did the best work, these awards based on the following points:

Membership (Parents) in the P. T. A.....	20%
Attendance of Parents at Meetings .....	40%
Projects and Exhibits Developed .....	40%
Perfect Score.....	100%

Among the projects undertaken by the grades are a book pageant, in cooperation with Children's Book Week and American Education Week, a style show by the pupils of the home economics class, promoting the thrift project of the P. T. A. Much stress was given to health projects, under the leadership of the Health chairman. One of the most attractive exhibits was one on health on the subject "Eat Leafy Vegetables."—*MRS. C. D. RHYMES, Publicity Chairman, Mississippi Congress of Parents and Teachers, Monticello.*

## COLLEGE P. T. A. ACTIVE AT SAN JOSÉ *California*

San José Teachers College has a Patrons Association, a unit of the California Congress of Parents and Teachers, in which faculty and students, as well as patrons, cooperate. Many of the 300 members of the Patrons Association have no children in the college, but are interested in its



development and want to work closely with faculty and students.

Three of the officers are members of the college faculty and the Dean of Education is chairman of the Program committee. Some phase of college work is presented at each meeting by the professor heading that department. On such occasions, members of his teaching staff are guests and remain for the social hour to confer with parents.

Although community service has been the main project this year, the students have been given unusual help in many ways. The Patrons Association helps the college president and his wife entertain freshmen and mothers, and give home parties for students. Patrons raise money for the student aid fund, which is administered through the deans of men and women.

Members of Kappa Delta Pi (honor society) made it their yearly project to increase membership in the Patrons Association, because they agree with the college president that "the work the Patrons Association is now doing in acquainting the public with the internal workings of the college is certainly the thing that should be done." —MRS. DANA THOMAS, President, Patrons Association, 1151 Settle Avenue, San José.

#### MARKET SURPLUS FEEDS HUNGRY California

Through the cooperation of Welfare chairmen of the various parent-teacher groups of the Wilshire Council, the Farmers Public Market is now successfully operating a plan that supplies needy families with generous supplies of all kinds of farm vegetables, all of them fresh and good.

The inspiration for the plan came originally from the farmers themselves, who grow the produce and sell direct to the consumer through their stalls in the Farmers Market. The market's policy provides that all locally grown perishable produce must be sold the day picked. None is allowed to be carried over to the next day. Inasmuch as the farmers cannot gauge the day's demand down to the last bunch of carrots or the last ear of corn, it is inevitable that when the market closes each day certain stocks are on hand.

It might appear that there is little charitable feeling on the farmers' part when the alternative, due to the management's ruling, would be that the produce be discarded. But the farmers have entered into the thing wholeheartedly, as is witnessed by the fact that since all excess has been going to the needy they have been coming in with ever-larger loads of dawn-picked California produce, knowing that the surplus will find a ready welcome with

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promises to be a star athlete. She's getting an early start as champion water splasher.



**CECILE**  
is a coquette. She rolls her big blue-black eyes and likes to put her arms around your neck.



**MARIE**  
is the most serious. She has an intriguing Mona Lisa smile, and she's certainly a thinker.



**YVONNE**  
is always full of mischief. She can't resist the temptation to get her hands on your hair.



**ANNETTE**  
is a rogue who cries one minute and laughs the next. She's a speed demon in everything.



### First Prize \$10,000 Dream Home or \$10,000 In Cash

Second Prize . . . . . \$ 1,000 in cash

Third Prize . . . . . 500 in cash

10 Prizes \$50 each . . . 500 in cash

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Mothers should know that today and every day, the Dionne Quins have Quaker Oats. Its Vitamin B for keeping fit does everyone, young and old, such a world of good, where poor condition is due to lack of Vitamin B. Now here is all you do to get in on this spectacular offer and also get FREE a beautiful gift picture in full colors of your favorite Dionne Quin.

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2. All entries must be postmarked before midnight, March 31, 1936.
3. Each person may enter as many times as he or she wishes to. But only one statement may be sent with each 2 trademarks.
4. Each coupon must be accompanied with two trademarks cut from Quaker Oats or Mother's Oats packages—and a statement of 100 words, or less on, "Which of the Dionne Quins Would I Adopt?"
5. The opinion of the judges is final.
6. In cases of tie, duplicate awards will be made.
7. All entries must be addressed to and are the property of The Quaker Oats Company, Box L, Chicago, Illinois.

#### THE QUAKER OATS COMPANY Dept. C-31, Box L, Chicago, Illinois

I want to be in on that offer of a free \$10,000 Dream Home, or the cash. Or any one of the 3,114 awards totaling \$15,501. I am enclosing my statement of 100 words or less on, "Which of the Dionne Quins Would I Adopt?" . . . I understand you will send free and post paid a beautiful 7 in. x 9 in. color picture suitable for framing of the Dionne Quin mentioned in my letter. I am enclosing two trademarks from packages of Quaker or Mother's Oats.

Name . . . . . Address . . . . .

City . . . . . State . . . . .

My Grocer's Name is . . . . . His Address . . . . .

(Canadian readers address The Quaker Oats Co., Peterboro, or Saskatoon, Can.)

**GROCERS! YOU'RE IN ON THIS TOO** To induce grocers and clerks to cooperate in helping customers enter this contest, awards of \$1,000, \$500, 10 awards of \$50 each and 100 \$5 prizes will be made to grocers whose names appear on customers' winning entries. A total of \$2,500 in 112 prizes for grocers.

*Children's fun  
often important*



**PLAY** educates and develops children. Even the wholesome enjoyment of chewing gum has its benefits. Daily, especially after meals, chewing gum is good for the teeth. Four factors towards **GOOD TEETH** are: Right Food, Personal Care, Dentist's Care and Plenty of Chewing Exercise. There is a reason, a time and place for Chewing Gum.

Today, manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising.

*The National Association of Chewing Gum Manufacturers*

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## Use The NATIONAL PARENT-TEACHER Magazine .... in YOUR P. T. A. and STUDY GROUP

PARENTS by the thousand are turning to it for guidance and help. They like its sound, dependable advice on parent-child, teacher-child, and parent-teacher relationships. They know that from cover to cover it is rich in material dealing with subjects vital to the happiness of parents and children.

STUDY GROUP LEADERS are finding the material sound, helpful, and stimulating, and in keeping with the type of parent education work which intelligently seeks to know children, their natures and their needs, and tries to protect, care for, and develop them according to the findings of the best experts dealing with children.

PARENT-TEACHER OFFICERS are reading it to keep posted on current developments in the work in which they have so great an interest—child welfare, parent education, and home and school co-operation.

The NATIONAL PARENT-TEACHER MAGAZINE is the dependable and established guide to finer parenthood and better leadership. Subscribe today for YOURSELF, FOR A FRIEND, FOR YOUR P.T.A., OR FOR YOUR STUDY GROUP

parent-teacher associations for distribution.—MRS. G. LESLIE DAVIS, *Publicity Chairman, 5132 Townsend Avenue, Los Angeles. From CALIFORNIA PARENT-TEACHER.*

### STUDENT LOAN FUND AIDS WORTHY BOYS AND GIRLS

*New York*

The Student Loan Fund of the New York Congress has aided many deserving boys and girls seeking a college education. Typical of such cases are the following:

A girl about to be graduated from college was so in debt that the college would not issue a diploma until her accounts were settled. As she had signed a contract to teach in September, she was desperate until the New York Congress lent her the hundred dollars she needed.

A young man taking foot surgery, with a practice awaiting him in his home town, found himself without sufficient funds to continue in college. His need was brought to the attention of the New York Congress by a member of the board of managers, and he was financed through to graduation.

A boy faced the opening of his sophomore year with his mother very ill. She had earned money through teaching to send him to college the previous year. Members of the P. T. A. of her school placed the case before the Student Loan Department, and shortly afterwards, when the mother died, she had the comfort of knowing that the New York Congress was helping her son through school. The boy sent us a check for \$100 in May and \$50 in July, proof that he "measured up."

Almost all loans are paid promptly in instalments as soon as the borrower has secured a position. All the money for our Student Loan Fund comes from State Life Memberships and gifts.—MRS. MARY B. DAVIS, *Student Loan Chairman, New York Congress of Parents and Teachers, 624 Tenth Street, Niagara Falls.*

### P. T. A. ENTRY WINS PRIZE IN TOURNAMENT OF ROSES

*California*

"The Little Old School House," which was entered by the parent-teacher associations of Pasadena, won many favorable comments along the line of the Tournament of Roses march. This float brought to mind the important part played by education in the history of our nation.

The float, eleven feet high, thirty-seven feet long, and thirteen feet wide, was made entirely of thousands of bronze and henna chrysanthemums. The roof was a solid mass of 5,000 pompons, and the little green shutters



on the windows were made of palm leaves. Beside the schoolhouse was a real oak tree, symbolic of the parent-teacher movement. An old-fashioned hand pump, covered with pompons, gave the picture a rustic touch that brought back fond memories of childhood days to many who saw this parade.

The school-teacher, portrayed by the president of the Pasadena Council of Parents and Teachers, was seated in front of the door with five children gathered around her.

This float was considered to be one of the most original and beautiful floral creations in the 1936 parade and took first prize in its class.—MRS. W. E. HOWLAND, *Executive Secretary, Pasadena Council of Parents and Teachers.*

### HANDICRAFT EXHIBIT AND GARDEN SHOW SPONSORED BY RURAL UNIT

#### Wisconsin

Handicraft contests by the Two Mile State Graded School Parent-Teacher Association, of Grand Rapids, were intended originally for pupil participation, but the interest of adults was so great that the exhibits at the last affair were open to competition between district residents of any age. Aircraft, birdhouses, log cabins, trellises, doll clothes, embroidery, sofa pillows, collar sets, samplers, aprons, house frocks, flour sack needlework, holders, doll house furniture, bookstands, quilts, hooked rugs, P. T. A. membership posters, pastel paintings, and antiques were among the exhibits. Prizes are awarded on the basis of merit.

The garden show, an annual affair,

and the first P. T. A. activity of the school year, centers interest and good will in the school at the very beginning of the season. It offers excellent opportunities for cooperation of individuals of various abilities and talents, and is not restricted to parent-teacher association membership.

A special garden show committee draws up rules, lists of classes, solicits prizes, secures judges, and provides for seating, exhibition, refreshment booths, advertising, and other features, calling on other P. T. A. members for aid where needed.

At the last garden show, no admission was charged, but refreshment booths selling homemade candy, ice cream sandwiches, and doughnuts and coffee sold out their wares; and fishponds with five- and ten-cent fishing were conducted by the Seth Hawkins Club. A substantial sum was the net total for the evening's financial activities.

Slightly rainy weather on the evening of the show failed to dampen interest in the displays, and the success of the previous year, from an educational standpoint, was more than doubled. Vegetable entries numbered about the same, but the flower entries were more than twice as many, with extraordinary freshness and quality, while bouquet arrangements showed more artistry.—MRS. PERLE G. LIEBE, *Route 3, Box 71, Wisconsin Rapids.*

### WOMEN HUSK CORN TO RAISE FUNDS FOR HEALTH PROGRAM

#### Illinois

The Indian Point Parent-Teacher Association, a rural unit in central Illinois, found a unique way in which to help solve their problem of finances. Three farmers in the community



You would see some of the fields where the vegetables for Gerber's Strained Foods are grown—fertile gardens under our own control to produce the finest possible specimens for feeding your baby. Raising "Home Grown" vegetables is not enough. Harvested exactly when they offer the highest food value, they are rushed to our kitchens to prevent the loss of vitamins that occurs when vegetables are exposed to the delays of transportation and storage. And every one of our farms is less than an hour's trucking distance away!

Add to this care in growing, a process that protects the essential vitamins and minerals, and you have the reasons why Gerber's wins the praise of experts on baby feeding. Ask your doctor about Gerber's.

#### Gerber's Are Shaker-Cooked

For the same reason that you stir food as you heat it, every can is shaken during the cooking process to insure thorough, even temperature throughout the can, thus permitting a shorter cooking time and giving Gerber's a fresher appearance and flavor.



STRAINED TOMATOES, GREEN BEANS, BEETS, CARROTS, PEAS, SPINACH, VEGETABLE SOUP. ALSO, STRAINED PRUNES AND CEREAL.



#### Your Baby Will Enjoy the New Gerber Doll

Send 10c and Three Gerber labels for this little satene, stuffed Doll. Specify whether boy or girl doll is desired.

GERBER PRODUCTS COMPANY 133  
FREMONT, MICHIGAN  
(In Canada: Grown and Packed by Fine Foods of Canada, Ltd., Tecumseh, Ont.)

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AGE OF BABY \_\_\_\_\_  
"Mealtime Psychology", a booklet on infant feeding sent free on request. "Baby Book", on general infant care, 10c additional.



The Pasadena P.T.A. entry for the Tournament of Roses





## Make dozens of desserts this 6-flavor way

It's so easy! Just add "JUNKET" Rennet Dessert Powder to lukewarm milk, and presto! In three minutes you will have changed it into a tempting, colorful rennet-custard. And see how your children love milk in this easily digestible form! Ask your grocer today for "JUNKET" Rennet Dessert Powder. Buy all 6 flavors: Vanilla, Chocolate, Lemon, Orange, Raspberry, Caramel.

Made by "THE 'JUNKET' FOLKS," Chr. Hansen's Laboratory, Inc., Little Falls, N. Y. (In Canada, address Toronto, Ont.)

**"JUNKET"**  
Hansen's Trade-Mark For  
RENNET DESSERT POWDER  
for making MILK into  
Rennet-Custard DESSERTS

## ART

... "Going places and doing things" is a slogan of our young moderns these days. It can be applied to the activities of parent-teacher groups as well. The question is just how can art activities come under the general head of 'doing things.'"

... And so the new Art leaflet tells of—

**Doing Things  
Creating Things  
Collecting Things  
Learning Things**

Published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.

PRICE, 5c EACH

offered to give several rows of corn to the parent-teacher association if the women would husk it. Upon the appointed day, eleven women, attired in overalls, jackets, and togs befitting the occasion, set out to "do their bit" toward promoting the desired health program of their P. T. A.

Forgetting permanent waves and rheumatic joints these women worked with a will, husking fifty bushels of corn which were delivered to the local elevator and sold for \$23.—MRS. J. KENNEDY KINCAID, *Chairman, Publicity Methods and Devices, Illinois Congress of Parents and Teachers, 6 North Michigan Avenue, Chicago.*

## HEALTH EDUCATION INTEREST SHOWN IN REPORT

### Georgia

The Liberty-Guinn Parent-Teacher Association at Atlanta, in submitting its annual report for the Summer Round-Up of the Children, sends the following health report:

Every child has had a physical examination.

Every child has had a dental examination, except eight who were absent from school on date of dental examination.

All children have been vaccinated for smallpox.

Eight dental certificates have already been properly filled in and returned. A special drive is on to get toothbrushes for all.

Health readers are used in all grades to provide health stories and stress health rules.

Health plays are being given during Health Week, and a doctor will speak to the children then. Posters are used in all rooms.

Rooms are kept properly heated and ventilated. Hot lunches are served each day in the cafeteria.

One meeting of parents and teachers has been held with a doctor and the child hygiene director as speakers. The giving of diphtheria toxoid to preschool children was one of the important subjects discussed.

A Health Rally program is planned for Health Week, with doctor and dentist as speakers in night meeting.

Preschool groups are making "Perfect Health" a program for the year.

Every teacher has had a physical examination.—MRS. PAUL F. PEEK, *President, Liberty-Guinn Parent-Teacher Association, Route 6, Atlanta.*

## EXHIBITS STIMULATE PARENT INTEREST

### Connecticut

Nearly 1,000 persons attended the International Night sponsored by the Locust Avenue P. T. A., Hartford. It was a colorful and entertaining affair

at which exhibits from various countries, including Russia, Italy, Ireland, Norway, Denmark, Sweden, Syria, Czechoslovakia, and Mexico, and both early and late periods in America, were shown.

In one exhibit, ears of corn made the center of a harvest scene, a beautiful exhibit, and the first contribution to the school that one pupil has ever made. When the boy was questioned, he said eagerly, "Do you know that there is seed corn there enough to plant an acre?" Later the boy's father and mother were heartily welcomed into attendance.

Several national dishes were featured at supper, which was served by waiters and hostesses dressed in their native festival costumes. After supper, well arranged programs of music and folk dancing were presented in the different rooms.

Many foreign-born parents who had never visited the schools before came from a long distance over icy roads and through storms to see the exhibits and enjoy the programs. One teacher said that it was the first time that she had received any cooperation for school work from the homes of some of her pupils.—MISS MARY F. POTTER, *State Chairman of Citizenship, Hartford.*

## CUBS BRING DADS INTO P. T. A. IN MARQUETTE

### Illinois

Marquette P. T. A., District 25, is sponsoring a Cub Pack, a junior organization of the Boy Scouts, designed to give to boys of nine, ten, and eleven years, advantages similar to those enjoyed by their older brothers. The set-up includes dens where the boys meet once a week with either a mother or a father in attendance, and supervised by an advanced Boy Scout.

The whole pack meets twice a month with a pack leader and the advisory committee.

Our association finds that this recreation project is bringing our fathers into more active membership.—MRS. MABEL YAAP, *Publicity Chairman, Marquette School P. T. A., 6451 South Richmond Street, Chicago.*

## OPERA FOR CHILDREN

### Alabama

The Birmingham Council of Parent-Teacher Associations is sponsoring two performances of Bizet's *Carmen*, to be presented in May. The opera will be sung in English, and one performance will be given entirely for the children of the city.

Parent-teacher associations from forty-one schools of the city have pledged their cooperation in making this project a success, and representa-

tives from each are serving on committees.

Nine professionals from the American Opera Company, including the conductor, singers of principal rôles, and solo dancers, will come to Birmingham from New York about two weeks before the performances to head the cast. Miss Mary Fabian, operatic soprano, and formerly a student in the Birmingham Schools, will sing in the opera.

Other singers have been selected by open auditions, and live in Birmingham. The ballet, also, is local talent. Three outstanding dance studios are participating.

The chorus of 800 voices from the high schools is now being trained under the direction of the supervisor of music for the Birmingham City Schools, and the voice teachers from the high schools.

The council president feels that the value of this production to the children participating cannot be over estimated, not only because of the opportunity for fine musical work, but because of the thrill of being a part of such a spectacular production, and being associated with professional opera singers.

The Birmingham Teachers Orchestra, the members of which are teachers in the instrumental department of the schools, assisted by local musicians, will play for the production. The Birmingham Teacher Orchestra has proved its value to the people of Birmingham through its fine appreciation concerts for the children.

Pupils throughout the schools of Birmingham are being prepared for the production of the opera at the regular music periods daily, both in grammar and high schools. Appreciation teachers from the high schools will also assist the patrons of the schools to enjoy the opera through organizing groups to study *Carmen*. — MRS. GEORGE H. BURSON, *Music Chairman, Birmingham Council of Parent-Teacher Associations, Birmingham.*

#### AMERICAN EDUCATION WEEK OBSERVANCE HONORS FATHERS

##### Texas

Fathers were honor guests at the fifteenth annual observance of American Education Week held at the Benjamin Franklin School, Wichita Falls.

Regular class periods were held offering the teachers the opportunity to interpret the school to the public, and for the parents to become acquainted with modern methods of instruction. The aims, objectives, and functions of the school were displayed through the regular routine.

Much interest was shown in the attractive exhibit in the halls and each

room of art work, Book Week posters, specimens of writing, and various other school projects.

This "school night" proved unusually interesting to the 330 guests who called during the evening. At no other time during the year will the attention of the public be so closely focused upon the school. — MRS. K. C. SPELL, *Publicity Chairman, Benjamin Franklin School, Wichita Falls.*

#### LIBRARY FUNDS RAISED BY P. T. A. COUNCIL

##### North Carolina

Raising funds for support of the public library has been a major project of the Durham City and County Councils of Parent-Teacher Associations. Solely through the active solicitation of the P.T.A., gifts of \$500 each were made to the library by the Kiwanis Club of Durham, by the City of Durham, and by the County of Durham. This gift of \$1,500 enabled the public library to enlarge and enrich its field of service to the schools of the city and county.

During National Book Week, the directors and staff of the public library gave a reception at the library, in honor of the parent-teacher associations, in appreciation of their coöperation and efforts in behalf of the library. — MRS. J. L. FRIZZELLE, *2103 Englewood Avenue, Durham.*

#### EDUCATION FOR SAFETY

##### Connecticut

The State Department of Motor Vehicles is preparing a special bulletin for the information of P.T.A. groups throughout the State Congress. The Commissioner has stated that he will be glad to send a competent representative of his department to any P.T.A. meeting in the state to discuss the importance of safety education in the schools, particularly "safe-drivers" courses in the secondary grades.

#### NEW LOCAL UNITS

##### Alabama

The Membership chairman of the Alabama Congress reports nearly 200 new associations this year, which make a total of more than 900 Congress units. These units meet at least once a month. Many of them meet twice a month. This means that there were 1,000 parent-teacher meetings last month.

Last month, countrywide schools of instruction in parent-teacher work were held in thirteen more counties. County superintendents of education in several instances arranged for school buses to bring in teachers and patrons.

# Nazareth

CHILDREN'S UNDERWEAR



#### Spring Styles In Children's Underwear

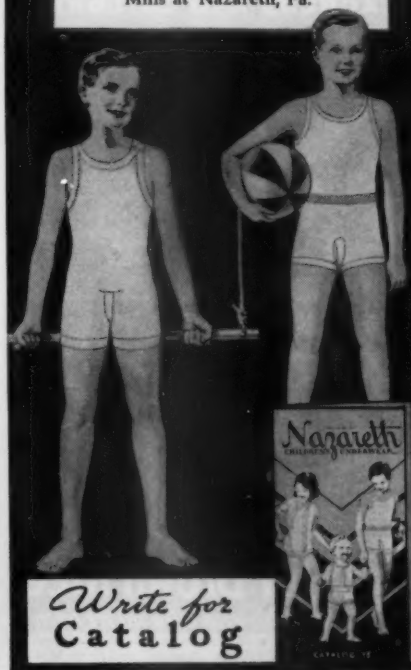
Famous for fifty years, Nazareth popular priced underwear is always safe to buy because of its quality and the service it gives.

Nazareth styles in a variety of fabrics, include infants' shirts and panties; children's waist suits with button back or elastic back; boys' athletic shirts with abbreviated knitted trunks to match.

Nazareth Polo Shirts for boys, loop neck and Zipper front styles in white, maize and blue knitted fabrics. Ask your dealer.

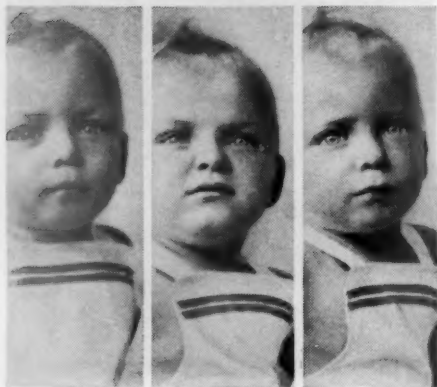
Always look for the Nazareth trademark when buying. If your dealer cannot supply you, write us for illustrated catalog.

**NAZARETH WAIST CO.**  
366 Broadway, Dept. N, New York  
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## NO DIAPER RASH FOR THESE TRIPLETS!



EDDIE

DICKIE

BILL

Mothers of triplets have to be extra careful. They can't afford to take chances in the way they wash baby garments. That's why the mother of Eddie, Dickie and Bill insists on Lux. There's no harmful alkali in Lux, as in so many ordinary soaps, to irritate and chafe a baby's skin—cause painful rashes. Wise mothers everywhere use gentle Lux for everything of baby's.



**WON'T IRRITATE  
A BABY'S  
TENDER SKIN**

## WEE WISDOM FIRST CHOICE OF PARENTS TEACHERS AND CHILDREN




Second to none in what it offers the juvenile field, *Wee Wisdom* is rapidly making a larger place for itself in the esteem of parents and educators as well as in the hearts of its young readers. A Minnesota mother writes:

I wish to add my word of appreciation to that of other mothers as to the value of *Wee Wisdom*. I find it ideal literature for both boys and girls. The thoughts and impressions it gives are a great help in building young lives.—Mrs. F. C.

Send for *Wee Wisdom* today. If after examining it you do not give it your hearty approval, we will gladly refund your money.

**WEE WISDOM**  
917 Tracy, Kansas City, Mo.



### Comet Brown Rice

*The health rice with all its bran*

If unobtainable locally, send \$1 and grocer's name to Comet Rice Co., New York, for five pkgs., postpaid, and recipe book

## A PARENT-TEACHER PROGRAM

### The Influence of Music on Children

Outlined by Mayme E. Irons

*A love of good music, started in the preschool period and continued through school life, means character building, possibilities for vocations and avocations, and lasting satisfactions.*

"An understanding of the beautiful is one of the most vital needs in the sort of education we must have if in the years ahead, we are to master, instead of being mastered by, the vast, complex, and swiftly moving technical civilization that has been born of science and the machine."—GLENN FRANK, *President, University of Wisconsin.*

**PROGRAM (30 minutes)**

*In charge of local Music chairman or Program chairman*

#### 1. The Place of Music in the Educational Program of Today: What Music Can Give to Children

1. Short talk by a parent who uses music with the children in the home as a means of development.
2. Short talk by local musician who teaches students individually or in class groups, such as piano groups.
3. Short talk by local school music supervisor on music as a means of cultural training.

(Points to develop: education through music; music, a means for developing rhythmic response; expression of thought, feeling, and emotion; appreciation of beauty and aesthetic response; feeling for order and balance; discrimination leading to choice of good music; social values from co-operative group work; emulation of efforts of others in group; performance skill, individually and in ensemble, perhaps leading to vocation or avocation; avenues of enjoyment in later years; correlation of music study in home, private lessons, and school for the harmonious development of the student who is sensitive to beauty as expressed in tone, form, rhythm, and color.)

"To all who love music and believe with passionate conviction in the richness and worth of its mission to mankind, the era of social, economic, and political change through which civilization is passing is a challenge and an opportunity. . . . We must re-think our ideals. . . . We must organize music in education for the sake of its human values. . . . All valid educational values are human values. Edu-

cation exists wholly and solely for the sake of life. Anything in it which does not serve the ends of better and fuller living in no way deserves its place. . . . Any particular study is valuable only in so far as a mastery of it enables one to live more richly and more completely; to succeed more fully in the great business of being human. . . . No knowledge is worth anything at all, merely for the sake of having it. . . . No skill, whether of mind or body, is in itself intrinsically desirable. . . . All such things are worth having and worth mastering only in so far as they enable boys and girls, and men and women, to live stronger, more satisfying, more worthy lives; only in so far as they release human and spiritual quality."—JAMES MURSELL.

#### References

- Thorn, Alice Green. *Music for Young Children*. New York: Scribners \$1.25.
- Mursell, James, and Glenn, Mabelle. *The Psychology of School Music Teaching*. Chicago: Silver, Burdett and Co. \$1.80.
- Mursell, James. *Human Values in Music Education*. Chicago: Silver, Burdett and Co. \$1.80.
- Birge, Edward Bailey. *The History of Public School Music in the United States*. Boston: Oliver Ditson. \$2.
- Books of Proceedings of Music Educators National Conference*. Chicago: 64 East Jackson Boulevard. \$2.

#### 2. A Student Demonstration of Actual Teaching: What Your Child Can Do with Music

"Telling does not go far in music—more important."—MCKINNEY and ANDERSON.

"Music offers a natural opportunity for active, dynamic experience, that is to say, the experience of actually doing, actually achieving something. . . . Far too much of what is done in schools is done to the pupils, rather than by them. . . . It is pointed out that learning, to be effective, must be treated as an active, not a passive, process. . . . Music . . . offers an almost perfect opportunity to give the child the experience of actually doing things in his own right."—JAMES MURSELL.

1. A parent and children demonstrate the use of music in the home, showing some old and some new work, or—
2. A music teacher demonstrates regular teaching with several members of her piano class which is conducted as a part of the school music program, or—
3. The school music teacher or supervisor demonstrates modern methods: helping out-of-tune children to gain a use of the singing voice; beginnings of sight reading; teaching of part music; rhythm band; grade or high school orchestra at rehearsal; listening lessons; a cappella choir or glee club rehearsal; kindergarten children's response to rhythmic interpretation, etc., according to the interests of the P. T. A. group. (Grade school pupils should not be used in demonstration on evenings followed by school days.)

(Introductory remarks by the person demonstrating should set forth the purpose, objectives, and some of the expected results of the demonstration, since parents often have a vague conception of how the results seen in finished performance are achieved. The demonstration should not only show finished work but should develop, through regular teaching methods, some material or point which is new to the students. The demonstration

should be followed by free discussion by the parents and demonstrator as to method, means, object, etc. To start the discussion, a few questions likely to arise may be "planted" in the audience to induce people to ask about things they really wish to understand.

It should be borne in mind that *experience in music and in making music has a far greater value to children and young people than a great deal of talking about music.* This experience can be vital, reaching the inmost self, giving satisfaction and pleasure, and creating a taste for that which is good. If it also can be a shared experience with others, children become a part of, not apart from, the home, the class, the social group. Music offers many forms of participation from which each may choose the avenue of musical expression best suited to his liking and his ability.)

#### References

- Christy, Catherine. *Days of Make Believe*. Chicago: C. F. Summy. \$2.
- Hofer, Mari Ruef. *Children's Singing*. Chicago: Flanagan, 50 cents.
- Arnold, Francis M. *Rhythms for Home, Kindergarten, and Primary*. Cincinnati: Willis Pub. Co. \$1.50.
- Kinscella, Hazel Gertrude. *Music Appreciation Readers*. Lincoln, Nebraska: University Pub. Co. Book I, 56 cents; Book II, 68 cents; Book III, 76 cents; Book IV, 84 cents; Book V, 92 cents; and Book VI, 96 cents. Handbook, free of charge.
- Irons, Mayme E. *Music*. Washington: National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W. Single copies free to local Congress units. Extra copies 5 cents each.
- NATIONAL PARENT-TEACHER MAGAZINE. Spaeth, Sigmund. "The Child's Enjoyment of Music." September, 1935.

#### SOCIAL PERIOD

Parents visit and discuss with the children and the teachers the exhibits of children's musical activities:

- a. Music books in use, child from each grade displaying the book for the grade and telling briefly of his most interesting music experiences.
- b. Notebooks made in connection

with the study of music.

- c. Written lessons in theory or appreciation.
- d. Demonstration of how instruments are played, children telling interesting facts about instrument of choice.
- e. Rhythmic games or interpretations in activity room.

#### PROJECTS

1. If there is no music instruction in the school, recommend to the Board of Education the inclusion of music in the curriculum, providing for instruction, books, materials, and all equipment needed.
2. Institute home music activities both vocal and instrumental, featuring family groups to perform in a project.
3. Support school music projects by interest and attendance.
4. Establish study groups in order to keep pace with their children in knowledge about and love for good music.
5. Sponsor children's appreciation concerts by artist talent to provide this valuable experience for the younger members of the community.

from the grand  
old Washington  
family  
private recipe

# Ginger Cookies

**DROMEDARY**  
Gingerbread Mix

Just add water

REGISTERED MEDICAL FOOD  
DROMEDARY BRAND

By special permission of the Washington-Lewis Chapter, Daughters of the American Revolution, Dromedary Gingerbread Mix is based on the 200-year-old private recipe of the Washington family. It is no trouble at all to make. Just add water and bake. We guarantee the most delicious gingerbread you ever tasted—or money back. So try a package. Give your family a treat they will long remember. The Hills Bros. Co., 110 Washington St., New York City, U.S.A.

#### "Relation of the Home to Character Formation"

This is the theme of the Fortieth Annual Convention of the National Congress of Parents and Teachers, which will be held in Milwaukee, Wisconsin, May 11-15, at the Hotel Schroeder. The plan for this year's convention will follow rather closely the plan of the 1935 Convention. Morning sessions will be from 9:30 to 12; afternoon conferences, from 2 to 4; and a free recreation period will precede the evening sessions.

The preliminary program appears in the February issue of the *National Congress Bulletin*.





**M**OTHERS everywhere are finding these FREE Neatness Charts an easy way to make children take pride in their personal appearance. Charts provide a daily check-up—teeth cleaned, hair brushed, clothes neat, shoes shined, etc.

And as an aid to neatness, we're offering the Home Shine Kit as a way for boys to really earn their own spending money by shining shoes at home. Helps them stay neat. Good way to keep your own shoes spick and span, too. Send 25¢ cash or stamps. Kit contains dauber, lamb's wool polisher and tin of high-grade paste-polish.

As many charts as you want FREE (with or without Kit).

**MAIL COUPON TODAY**

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88 Lexington Ave., New York City

☐ Please send me free.....Neatness Charts.

☐ Please send me the Home Shine Kit. I enclose 25¢ (stamps or coin).

Name.....

Address.....

City.....State.....

## HEALTHY BABIES ARE HAPPY BABIES

By Dr. Josephine Hemenway Kenyon  
Resident Physician at BABIES' HOSPITAL, New York, under Dr. Holt

More and more ranking physicians are recommending this complete, practical and up-to-date handbook for modern mothers. It contains not only information about the full care of baby from birth to three, but also the mother's care of herself during the same period. "She has earned and possesses an outstanding position among our best medical people."—Charles Gilmore Kerley, M. D. An Atlantic Book. \$1.50

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**THE NATIONAL  
PARENT-TEACHER MAGAZINE**  
1201 16th Street, N.W., Washington, D.C.

# BOOKSHELF

by WINNIFRED KING RUGG

**T**HERE are always, I suppose, three ways of regarding change. One is to oppose it, another is to welcome it on the chance that it may be an improvement, and a third, midway between those two, is to seek to preserve the best and find the permanent in a time of experimentation and confusion.

Three books have recently come from the presses which illustrate, in varying degrees, these three attitudes. *AMERICA FACES A CHANGING WORLD*, the report of the fifth annual Forum on Current Problems conducted by the New York *Herald Tribune* (\$1), deals with the subject impersonally, in its many national and international aspects. These forums, originating in a plan to help club women prepare their programs on world problems, bring

come. . . . What shall the changes be?"

For one thing, children will inevitably spend much of their time and the best of their energy away from home, but the home, properly administered, can still serve as a rallying place, and the center of their lives.

Mrs. Overton's book was written particularly for use as a text in women's study groups in churches, and for mothers' clubs everywhere. Each chapter concludes with a reading list and a group of questions for thought or discussion. A persistent note is the gap between family incomes and the cost of decent homes; another, the great need of emotional security as well as economic security. Mrs. Overton's treatment of her subject is both practical and high-minded, and is bound to prove useful.



One of the sketches from *Junior Fun in Bed*, by Virginia Kirkus and Frank Scully

together many thinking women to listen to speakers of wide reputation. Amid addresses on changes in trade, relations between nations, American culture, and philosophies of government were some that bore directly on parent-teacher problems, such as that by Josephine Roche on "Youth's Opportunities Today and Social Security Safeguards"; and "Psychiatry and Youth," by Dr. Menas S. Gregory.

Altogether, the printed report of the 1935 Forum on Current Problems contains much that will help readers to see just what changes are actually taking place and to get a background for other books along these same lines.

• • •

*THE HOME IN A CHANGING CULTURE*, by Grace Sloan Overton (New York: Revell. \$1), holds to a middle ground. "To cling to the old patterns is futile. Resist them as we may, changes must

Dr. Alfred E. Stearns, former headmaster of Phillips Academy, Andover, takes a more resistant attitude toward change in *TO HIM THAT OVERCOMETH* (Boston: W. A. Wilde Co. \$1.50). Dr. Stearns outlines recent changes in social conventions, moral standards, and ideals, and carries an attack boldly into the home and the school. He finds youth of today flabby, selfish, lacking in courage and initiative. Why? Because life is made too easy at home and at school, because parents do not deserve the respect they certainly do not get, because schools are not hard enough. Dr. Stearns believes in the classics and in a carefully regulated school curriculum. He believes that "progressive education" has put a handicap on American school children by depriving them of the opportunity to harden intellectual muscles and stiffen moral fiber through facing and shouldering difficult, and often disagreeable, duties.

Many forward-looking men and women differ from Dr. Stearns in regard to modern education, but his is the right book to make parents and educators stop and consider, and see just where they stand.

#### ABOUT SPEECH DEFECTS

The case of the person who stutters has been made the subject of painstaking study by a few pioneers in recent years. Since 1910 Smiley and Margaret Blanton, for instance, have been working on the subject. They have now put their material in a book called *FOR STUTTERERS* (New York: D. Appleton-Century. \$2). Dr. and Mrs. Blanton are already known as authors of *Speech Training for Children* and *Child Guidance*. Their major point is that stuttering is due to some emotional disturbance and that the speech defect, if serious, can rarely be cured until the underlying cause is eradicated. Their treatment is based on Freudian principles, but is so simply and clearly expressed that untrained readers can understand most of it. What parents, teachers, and the interested public can do may be summed up in the word *don't*. Don't tell the child to speak slowly, or to stop and think, or to wait a moment and restate. Don't excite or overstimulate. Don't nag. Don't appear to notice the stutter. For the stutterer himself there is constructive advice.

The same subject receives a chapter in a more inclusive book by George Seth and Douglas Guthrie called *SPEECH IN CHILDHOOD, ITS DEVELOPMENT AND DISORDERS* (New York: Oxford University Press. \$3.50). This is a technical treatise intended primarily for the physician and the psychologist, and contains, besides chapters on the mechanism of speech, its psychology and development, a discussion of the relation between hearing and speech, nasal speech, the singing voice in childhood, the treatment of disorders, and the organization of clinics for speech.

#### FOR AMATEUR ACTORS

Among the publications of the Dramatic Publishing Company, 59 East Van Buren Street, Chicago, is one called *DO'S AND DON'TS OF DRAMA*, 555 pointers for beginning actors and directors, by Jean Lee Latham (75 cents). The store of information contained in these pointers makes the book a useful addition to the library of every club and school that indulges in amateur play production. The same company publishes plays of all kinds, for all occasions. Noteworthy are the

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The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

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collections of Grennell Plays, Wisconsin Community plays, and New York Rural Plays (75 cents each).

### FOR MOTHERS OF YOUNG INVALIDS

Mother or nurse, driven to despair by a voice from the bed demanding "What can I do now?" will be glad to lay hands on such books as JUNIOR FUN IN BED and FUN IN BED FOR CHILDREN, edited by Virginia Kirkus and Frank Scully (New York: Simon & Schuster. \$1.75 each). The first is for boys and girls from ten to thirteen, the second for children between six and ten. The books contain quiet talking and thinking games that can be played by a child flat on his back, directions for simple paper and pencil work and handicrafts, and amusements for the afternoons when other children come to call. There are also dozens of illustrations and stories to be read to the invalid or by him. Each large book contains enough material to carry a young person through a lengthy convalescence.

### FOR YOUNGER READERS

Caroline Dale Snedeker is author of a carefully written story about the Quaker persecution in colonial Massachusetts. UNCHARTED WAYS (Garden City, N. Y.: Doubleday, Doran. \$2) is based on the history of the famous Quaker martyr, Mary Dyer, but Mrs. Snedeker has taken the liberty of giving her heroine another name, youth, romance, and safe haven on Nantucket Island rather than death by hanging. I would question the desirability of transferring part of the history of a real woman to a fictitious one, but in spite of that high-handedness in dealing with records, the effect of the book is true in spirit. Girls of high school age can hardly find a better way of grasping the feeling of seventeenth century New England than by reading this story.

### REAL BEAUTY

An unusual book for young children has been created by Dorothy P. Lathrop (New York: Macmillan. \$1.50) in WHO GOES THERE? It contains a brief and charming story about some children who planned a picnic for the little animals of the woods by decking a hemlock tree with nuts, corn, apples, and all kinds of things the animals like to eat. From the tracks left on the light snow the children are able to see who came to the picnic and what happened. This is made clearer and more delightful to the reader by the drawings, which are exquisitely beautiful and informative.

## Coming in April

### Children as Future Homemakers

by Dorothy Canfield Fisher

A well-known author discusses the goals of our homes of today, and what effect they will have on our children when they establish homes of their own. This is the eighth article in the Parent Education Study Course, "The Progressive Home."

### Educating the Young Driver

by Albert W. Whitney

One answer to the increasingly serious problem of traffic safety lies in teaching young people how to become expert drivers and handle cars intelligently, according to this article from a specialist in safety education.

### A Child Who Was S-H-Y

by Dorothy Blake

The story of Patty, a little girl who was "painfully s-h-y," and how her teacher and her mother worked together to effect a cure.

## Parent-Teacher Radio Forum

March 4

"Learning through the Library."

CARL H. MILAM, Secretary, American Library Association, Chicago.

March 11

"Preparation for Home and Family Life."

LITA BANE, Collaborator in Parent Education, United States Department of Agriculture, Washington, D. C.

March 18

"The Continued Education of Adults."

MORSE CARTWRIGHT, Director, American Association for Adult Education, New York City.

March 25

"Alcohol and Modern Life."

WILLIAM MCANDREW, Editor, Educational Review Section of *School and Society*, Mamaroneck, New York.

2:30 P. M. Eastern Standard Time  
National Broadcasting Company